

## Meeting Agenda

Holiday Inn University Plaza, 1021 Wilkinson Trace  
Bowling Green, KY 42103  
June 12, 2006

**Monday, June 12, 2006**

9:00 AM CDT

Call to Order

[Approval of May 15, 2006 Minutes](#) (Pages 1–16)

Open Speak

**Report of the Executive Director**

Assignment of Task Force

**Report of the Chair**

[Appointment of Nominating Committee for Chair and Vice Chair](#)  
(Pages 17-18)

**Action Items**

- A. [Teacher Education Model Programs \(TEMP\) Grant Final Report](#)  
(Dr. Marilyn Troupe, Dr. Carol Gabbard) (Pages 19-22)
- B. [16 KAR 7:010. Kentucky Teacher Internship Program, Amendment, Emergency, Final Action](#) (Mr. Robert Brown, Ms. Brenda Allen)  
**Pages 23-50)**
- C. [Program Approvals](#) (Dr. Troupe) (Pages 51-62)
  - Northern Kentucky
  - Asbury College
- D. [Mentoring Contracts for National Board for Professional Teaching Standards](#) (Mr. Brown) (Pages 63-68)

Waivers

- A. [Ms. Janel Hummel—Waiver of 16 KAR 6:010, Praxis II, Request to waive Principles of Learning and Teaching: Grades K-6 \(0522\) and Elementary Education: Content Knowledge \(0014\)](#) (Mr. Brown) (Pages 69-76)
- B. [Ms. Jennifer Rolling—Waiver of 16 KAR 6:010, Praxis II, Request to waive Principles of Learning and Teaching: Grades K-6 \(0522\), Elementary Education: Content Knowledge \(0014\), and Interdisciplinary Early Childhood Specialty Test \(IECE\)](#) (Mr. Brown) (Pages 77-84)
- C. [Ms. Martha Evans-Nau—Waiver of 16 KAR 6:010, Praxis II, Request to waive Elementary Education: Content Knowledge \(0014\) and/or Middle School: English Language Arts \(0049\)](#) (Mr. Brown) (Pages 85-88)
- D. [Ms. Veronica Juarez—Waiver of 16 KAR 6:010, Praxis II, Request to waive Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances \(0371\)](#) (Mr. Brown) (Pages 89-92)

## Agenda Book

- E. [Ms. Pam Harper on behalf of Ms. Tina Grigson-Waiver of 16 KAR 2:160, Request to waive requirement for six graduate hours for a reissuance of a probationary certificate for teacher of Exceptional Children](#) (Mr. Carr) **(Pages 93-96)**

*Following a motion in open session, it is anticipated that the Board will move into closed session as provided in KRS 61.810 (1)(c) and (1)(j).*

Certification Review and Revocation: Pending Litigation Review

*Following review of pending litigation, the Board shall move into open session. All decisions will be made in open session.*

*The actions delineated below were taken in open session of the EPSB at the May 15, 2006, regular meeting. This information is provided in summary form; an official record of the meeting is available on tape in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601.*

**Education Professional Standards Board (EPSB)**  
**Summary Minutes of the Business Meeting**  
**EPSB Offices, 100 Airport Road, 3rd Floor**  
**Frankfort, Kentucky**  
[May 15, 2006](#)

**Members Present:**

Wally Campbell  
James Cibulka  
Lydia Coffey  
Sam Evans  
Kristin Gregory  
Kent Juett  
Steve Lin  
Rita Presley  
Steve Schenck (for Gene Wilhoit)  
Zenaida Smith  
Wilson Stone  
Tom Stull  
Ellie Thompson  
Lorraine Williams

**Members Absent:**

Lonnie Anderson  
Linda Livers  
Jim Applegate (for Tom Layzell)

**Call to Order**

Chair Tom Stull convened the meeting at 9:10 am EST.

**Amendment to Agenda**

*Motion made by Mr. Wilson Stone, seconded by Mr. Kent Juett, to amend the May 15, 2006 agenda to add the swearing in of the new EPSB Board member and the designee for the Council of Post-Secondary Education.*

**Vote:** *Unanimous*

**Swearing in of Board Member**

General Counsel Brenda Allen administered the oath to EPSB's new Board member, Ms. Zenaida Smith. Afterwards, Ms. Smith introduced herself to the Board. Originally from Panama, Ms. Smith is a K-12 Spanish teacher at Raceland-Worthington Independent Schools in eastern Kentucky, as well as a Spanish instructor at Ashland Community and Technical College. She added that she is honored to be a new member of the Board. Mr. John DeAtley was not sworn in since he was not seated at the table and did not plan to vote.

## **Approval of March 20, 2006, Minutes**

*Motion made by Ms. Kristin Gregory, seconded by Ms. Lorraine Williams, to approve the minutes of the March 20, 2006 EPSB meeting.*

**Vote:** *Unanimous*

## **Open Speak**

No requests were made for open speak.

## **Report of the Executive Director**

### **Secretary Fox Update**

Ms. Laura Owens, Deputy Secretary of the Education Cabinet, was recognized and in her remarks, informed the Board that Secretary Fox is at home recovering from cancer surgery and should return to her office within six weeks.

### **KDE Update**

Mr. Steve Schenck reported that there are six new KDE Board members with Mr. Keith Travis serving as the chair. Mr. Schenck further reported that KDE intends to apply for a teacher incentive fund grant.

### **CPE Update**

Reporting on behalf of Dr. Jim Applegate, Mr. John DeAtley informed the Board that the Teacher Quality Summit will be held in October. Additionally, the CPE has submitted a proposal to the State Higher Education Executive Officer (SHEEO) organization for a grant from Carnegie for year three of the Teacher Quality Initiative to work on enhancing the P-16 data systems. Mr. DeAtley further reported that discussion on the joint education doctorate has continued among all the public institutions. The Center for Mathematics is continuing with training this summer with plans to train 40 coaches and 80 math intervention specialists.

### **2006 June Retreat Agenda**

The June Retreat agenda was reviewed. It was noted by Board member Wilson Stone that the retreat schedule is based on Central Daylight time.

### **Legislative Update**

Ms. Brenda Allen reported to the Board several bill updates. 1) The bill sponsored by the EPSB passed, ensuring that National Board Certified Teachers will not lose rank if their National Board certificates expire. 2) Confirmations for Dean Cibulka and Ms. Williams were passed and signed by the Governor. 3) The bill requiring the EPSB to drug test teachers who received disciplinary action from the EPSB as a result of the illegal use of controlled substances was attached to another bill and passed and was signed by the Governor. The bill will also require districts to institute drug testing if an individual engaged in the illegal use of controlled substances is disciplined at the local level. The bill requires the EPSB and KDE to promulgate administrative regulations to delineate how to administer these drug tests. 4) HB 374 passed requiring more written and cost benefit analysis when promulgating regulations. 5) The reorganization bill passed attaching the EPSB to the Education Cabinet; the reorganization bill clearly details that the EPSB will keep its authority established in KRS

Chapter 161. 6) The EPSB did not receive additional funding for the Kentucky Teacher Internship Program (KTIP) in the budget bill; however, additional language was inserted allowing the ESPB to use agency funds that would normally lapse back to the General Fund to support KTIP for the upcoming year. 7) House Joint Resolution 14 passed requiring the Executive Director of the EPSB to work with the Commissioner of Education and the President of the Council on Postsecondary Education to establish an interagency task force to coordinate the redesign of education leadership programs.

Dr. Rogers reported that 93 districts have recently requested 23,000 Code of Ethics brochures which will be sent out in the near future. Dr. Rogers invited the Board to the KTIP Teacher Performance Assessment Reliability Scoring to be held June 13-14 and the Teacher Quality Enhancement Conference from June 7-8 at Spindletop Hall in Lexington, Kentucky, where researchers funded through the Teacher Quality Enhancement Grant (TQEG) will be giving their report.

Dr. Rogers commended the EPSB staff for its generosity. Last year, the agency raised \$10,881.00 for Bowl for Kids Sake, KECC, and March of Dimes. This year, \$1,500.00 was raised for the March of Dimes alone.

### **Report of the Chair**

In his report, Chair Stull made appointments to the Kentucky Advisory Council on Internships (KACI). Rita Presley replaces Tom Stull and Dr. Megan Purcell replaces Jaesook Gilbert. New appointments to KACI are Ms. Lynn Hines and Ed Workman. Nancy Hack, a current KACI member, was recommended to be appointed as the Vice Chair of the Council.

Mr. Stull appointed Lonnie Anderson, Wally Campbell, Lydia Coffey, Kris Gregory, and Chairperson Sam Evans to work with the EPSB's General Counsel to develop a protocol and an instrument to evaluate the Executive Director. This committee plans to have a recommendation to the Board by the EPSB September meeting for the fall/winter evaluation.

Mr. Stull announced that Board member Ellie Thompson is retiring and the May Board meeting will be her last. In her brief remarks, Ms. Thompson stated that the EPSB has been a highlight in her life and that she will miss serving on the Board. In addition to time with her grandchildren, husband, and horses, she plans to continue her work as a speech language pathologist by working in a nursing home to help maintain the quality of life for the elderly.

### **Information Items**

#### **A. 16 KAR 7:010, Kentucky Teacher Internship Program, Amendment, Emergency, Notice of Intent**

Accompanied by Dr. Sharon Brennan, Education Department, University of Kentucky and Ms. Nancy Hack, Vice-Chair of the KACI and the KTIP Coordinator of Jefferson County Public Schools, Mr. Brown reported on the Kentucky Teacher Internship Program (KTIP) under the TQEG. The three (3) goals for KTIP under the TQEG are as follows:

1) Observation of classroom instruction using a revised Intern Performance Record (IPR) 2) Professional Responsibilities Task and 3) Design of an Instructional Unit. These components have been compiled into a Teacher Work Sample (TWS) gathered through the internship.

Feedback from districts and administrators utilizing the TWS has been positive and viewed as a great value, as evident through testimony from the March 2006 EPSB meeting.

Mr. Brown informed the Board that the term Teacher Work Sample has been changed to Teacher Performance Assessment (TPA) to accurately reflect its use for assessment. Educators have used the Teacher Performance Assessment (TPA) to guide instruction. Thirteen (13) universities are currently using the TPA in their graduate programs and student teachers are finding it very helpful. Through a survey, those using the TPA in their coursework have responded positively to the TPA as opposed to the current portfolio, which many consider busywork. Dr. Sharon Brennan and Ms. Nancy Hack reported that the KACI endorses the TPA and is willing and able to refine and revise the structure of the program, but Dr. Brennan noted that it requires resources for the staff to implement. Dr. Brennan further reported that an area of difficulty for interns is designing and interpreting assessment data.

Mr. Brown reported that the timeline for the TPA is two years of voluntary usage and statewide implementation in year three. These modifications would require regulatory changes. Dr. Rogers noted an error in the Staff Note. Instead of January 1, 2007 for all training provided using the new KTIP performance assessment, it should read January 1, 2008. Discussion ensued regarding training using the TPA and the current portfolio. The Board would like to see that the TPA proceeds forward and that no waivers be given for use of the current portfolio effective the fall of 2008.

## **Action Items**

### **A. Master's Degree Program Committee Recommendations**

Dr. Troupe reported to the Board the final report of the Master's Degree Program Committee. This committee revised its recommendations after feedback from the Board at the March 2006 EPSB meeting and after speaking with other groups and conducting a joint meeting with individuals involved in the principal preparation program redesign. One recommendation of the committee to the Board was to combine New and Experienced Teacher Standards into a single set of standards. Once regulatory changes have been submitted, the committee asks that Advance Programs for Rank Change be re-submitted for program review and approval. Any necessary changes will be brought to the Board before implementation.

Dr. Evans stated that Arts and Science should be written clearly in the goals, not implicated. Discussion ensued regarding professional development and ease of transferability of credits from one institution to another. Dr. Troupe responded that the committee discussed professional development; however, the committee believes this is a deeper issue than it should address. Additionally, the committee would like for Institutions of Higher Education (IHE) to work more closely together to allow for the ease of transferability.

### **2006-029**

*A motion was made by Ms. Lydia Coffey, seconded by Dr. Jim Cibulka, to accept the final report of the Master's Degree Program Redesign Committee.*

**Vote:** *Unanimous*

**B. EPSB Meeting Schedule**

**2006-030**

*Motion made by Ms. Coffey, seconded by Mr. Kent Juett, to approve the 2006-2007 EPSB meeting dates.*

**Vote:** *Unanimous*

**C. Program Approval, Alternative Route to Certification, Option 7 (Northern Kentucky University)**

Accompanied by Dr. Elaine Jarchow and Dr. Paul Wirtz, both from Northern Kentucky University (NKU), Dr. Troupe reported that NKU is requesting an Option 7 for World Language Teachers for certification in French, Spanish, German, Chinese, and Japanese. The EPSB does not currently have approval for Chinese and Japanese, therefore approval would only be for French, Spanish, and German. Dr. Troupe stated that the EPSB might consider the addition of other languages in the certification regulation (16 KAR 2:010) being presented today based on the need for additional languages and shortage of foreign language teachers. Dr. Sam Evans questioned whether the program should be approved because it did not appear from the documents submitted that the courses would be taught by instructors with a terminal degree, a requirement for continued accreditation by the Southern Association of Colleges and Schools (SACS). Dr. Jarchow and Dr. Wirtz assured the Board that they are in compliance with all SACS accreditation requirements, and that even though they did use co-teaching with some courses, the teacher of record would have a terminal degree. Ms. Zenaida Smith stressed that as a foreign language teacher, she was aware of the great need for foreign language teachers in the state. Mr. Steve Lin and Mr. Kent Juett also remarked on the need for these teachers.

**2006-031**

*Motion was made by Ms. Ellie Thompson, seconded by Mr. Steve Lin, to approve NKU's alternative route to certification proposal for Option 7.*

**Vote:** *Yes- 13*

*No-1 (Dr. Sam Evans)*

**D Umbrella Approval, Alternative Route to Certification, Option 6 (Northern Kentucky University)**

Dr. Troupe informed the Board that NKU desires to add an "Umbrella" under their approved Option 6 program. This addition would blanket all of NKU's approved programs and allow additional EPSB approved programs to be offered to alternative route to certification candidates.

**2006-032**

*Motion made by Ms. Coffey, seconded by Ms. Kris Gregory, to approve NKU's request to add an "Umbrella" to university-based alternative route to certification programs under Option 6.*

**Vote:** *Unanimous*

**E. 16 KAR 5:040, Admission, Placement, and Supervision in Student Teaching, Amendment, Final Action**

During the March EPSB meeting and the review of this regulation, the Board requested additional criteria for the selection of Cooperating Teachers. Ms. Allen communicated with several Board Members afterward and made revisions to the regulation.

**2006-033**

*Motion made by Ms. Lorraine Williams, seconded by Ms. Rita Presley, to approve the recommended revisions to regulation 16 KAR 5:040.*

**Vote:** *Unanimous*

**F. 16 KAR 2:010, Kentucky Teaching Certificates, Final Action**

Mr. Carr reported that the EPSB staff requests to extend the High Quality Teaching option since the current regulation for this option expires on June 30. This certification option allows an individual to gain additional certification or extend a certification based on factors other than university coursework. About 62 individuals have used this option since its inception. Mr. Carr also noted that, as referred to by Dr. Troupe in her discussion of foreign language certification during the review of Northern Kentucky University's Option 7 program earlier in the meeting, this regulation does provide a category of certification for "a foreign language" in Section 3. This general category would provide the means to certify individuals in other foreign languages including Japanese and Chinese.

**2006-034**

*Motion made by Ms. Coffey, seconded by Dr. Wally Campbell, to approve the amendments to 16 KAR 2:010.*

**Vote:** *Unanimous*

**G. 16 KAR 2:140, Probationary Certificate for Teachers of Children, Birth to Primary, Amendment, Final Action; 16 KAR 2:150. Probationary Certificate for Teachers of Technology Education, Amendment, Final Action; 16 KAR 2:160. Probationary Certificate for Teachers of Exceptional Children, Amendment, Final Action; 16 KAR 2:170. Probationary Certificate for Middle School Teachers, Amendment, Final Action**

Mr. Carr reported to the Board that there are four regulations that do not reference probationary certificates as it pertains to the requirements for the certificate holder to be deemed highly qualified under the No Child Left Behind Act of 2001 (NCLB). EPSB staff asks that a three (3) year time limit be imposed on these certificates that would deem probationary certificates full state certification under NCLB and assist in reducing the number of emergency certificates.

**2006-035**

*Motion made by Dr. Cibulka, seconded by Ms. Thompson, to approve the amendments to 16 KAR 2:140, 16 KAR 2:150, 16 KAR 2:160, 16 KAR 2:170.*

**Vote:** *Unanimous*



**H. 16 KAR 2:020, Occupation-Based Career and Technical Education Certification, Amendment, Final Action**

Mr. Carr informed the Board that this regulation change is being brought forth to reflect the new changes in the Workforce Development Cabinet, which is now the Department of Workforce Investment. Additionally, this amendment will not allow the Proficiency Evaluations of these Occupation Based Career and Technical Education candidates to be used in lieu of coursework.

**2006-036**

*Motion made by Dr. Campbell, seconded by Ms. Coffey, to approve the amendments to 16 KAR 2:020.*

**Vote:** *Unanimous*

**I. 16 KAR 3:080, Vocational Education Administrators, Amendment, Final Action**

Mr. Carr reported that this requested regulation change pertains to Vocational Administrators. The regulation currently states that a Vocational Principal Certificate is needed to serve in a Vocational School Administrator position; however, due to a shortage of candidates, the EPSB staff has worked with vocational institutions to construct a change which would allow the employment of principal candidates who possess a regular Principal Certificate along with appropriate relevant experience in a career and technical education school.

**2006-037**

*Motion made by Mr. Wilson Stone, seconded by Ms. Williams to approve the amendment to 16 KAR 3:080.*

**Vote:** *Unanimous*

**J. 16 KAR 6:020, Written Examination Prerequisites for Occupation-Based Career and Technical Education Teachers, Amendment, Final Action**

Mr. Carr reported to the Board that the Praxis I is given to Occupation-Based Career and Technical Education Teachers. The purpose of this test is to give universities a reasonable assurance that a new teacher has sufficient academic skills to succeed in the required 64-hour planned program, and coursework beyond that point, which he/she must complete to retain occupation-based certification. EPSB staff is recommending that the PPST be retained; however staff is also proposing that the Compass test, designed by American College Test (ACT), be used as an alternative in cases where timing of new hires is a critical issue. The Compass test allows for instantaneous scoring and is allowed at KCTCS locations around the state. By allowing the use of the Compass test, the need for a six (6) month waiver will be eliminated.

Ms. Smith posed several questions regarding the use of assessments administered by ACT citing her own experience with the lack of accommodations provided for individuals for whom English was not their native language. Mr. Carr assured her that the regulation and the tests at issue pertained only to vocational teachers, not foreign language teachers.

**2006-038**

*Motion made by Ms. Coffey, seconded by Mr. Lin to approve the amendments to 16 KAR 6:020.*

**Vote:** *Unanimous*

**K. 16 KAR 9:040, Part-Time Adjunct Instructor Certificate, Amendment, Final Action**

**2006-039**

*Motion made by Ms. Coffey, seconded by Dr. Cibulka to approve the amendments to 16 KAR 9:040.*

**Vote:** *Unanimous*

**L. Accreditation Program Reviews**

• **Brescia University**

Accompanied by Sister Sharon Sullivan, Chair, Brescia University; Sister Vivian Bowles, President, Brescia University; and Dr. Marilyn Troupe, Director of Educator Preparation, EPSB; Ms. Judy Conrad, Chair, Accreditation Audit Committee (AAC), reported on the accreditation recommendations for Brescia University. The AAC recommended that the Board grant *accreditation with conditions* for Brescia University, approve the initial and advanced level educator preparation programs, and require that the university submit a written report within six (6) months addressing Standard 6. Discussion ensued regarding the difference between *accreditation with conditions* and *accreditation with probation* as some Board members questioned why the AAC recommendation was not *accreditation with probation*. Dr. Troupe stated that the AAC did not feel probation was merited in this situation. Ms. Allen informed the Board that the regulation distinguishes between *accreditation with probation* and *accreditation with conditions*. An *accreditation with probation* decision indicates the unit has not met one or more of the standards with serious and significant areas of improvement related to the NCATE standards. A two year visit is scheduled thereafter. *Accreditation with conditions* indicates that the unit has not met one or more of the standards. With this decision, the Board can set conditions, if deemed appropriate, to monitor and assess how the institution is improving.

**Issue 1- Unit Accreditation**

**2006-040**

*Motion made by Mr. Stone, seconded by Ms. Coffey, to accept the recommendation of the AAC and grant Accreditation with Conditions for Brescia University with a written report regarding Standard 6 within six months.*

**Vote:** *12- Yes*

*1- No (Ms. Rita Presley)*

**2006-041**

*Motion made by Ms. Thompson, seconded by Ms. Zenaida Smith, for the university to address all areas for improvement in a report within one (1) year.*

**Vote:** *Unanimous*

## **Issue 2- Program Approval**

### **2006-042**

*Motion made by Dr. Sam Evans, seconded by Dr. Campbell, to accept the recommendation of the AAC and grant approval for the initial and advanced level educator preparation programs at Brescia University.*

**Vote:** *Unanimous*

- Alice Lloyd College

Accompanied by Dr. Martha O'Bryan, Chair, Board of Examiner team and Dr. Marylee James, Vice President for Academic Affairs, Alice Lloyd College, Ms. Conrad reported on the AAC recommendations to the Board for Alice Lloyd College. The AAC recommended *accreditation with probation* and *approval with conditions* of the initial level educator preparation programs. Discussion ensued regarding the plagiarism of the conceptual framework of Alice Lloyd College. Board Member, Ms. Thompson further expressed her concerns of two unmet standards. Dr. James addressed the Board's concerns and requested that the Board reconsider the recommendation from the AAC and that the board impose *accreditation with conditions instead of the recommended accreditation with probation*. During her remarks, she cited that *accreditation with probation would have a detrimental impact upon fundraising efforts*.

## **Issue 1-Unit Accreditation**

### **2006-043**

*Motion made by Ms. Thompson, seconded by Ms. Coffey, to accept the recommendation of the AAC and grant accreditation with probation for Alice Lloyd College. Discussion ensued. Ms. Thompson amended the motion to accept the recommendation of the AAC and grant accreditation with probation for Alice Lloyd College and require a report on the two unmet standards within 6 months.*

**Vote:** *Yes-12*

*Recuse- 1 (Dr. Wally Campbell)*

### **2006-044**

*Motion made by Dr. Cibulka, seconded by Dr. Evans, that Alice Lloyd College report on all areas of continued and new improvement found by the Board of Examiners within six (6) months.*

**Vote:** *Yes-12*

*Recuse- 1 (Dr. Campbell)*

## **Issue 2-Program Approval**

### **2006-045**

*Motion made by Mr. Stone, seconded by Ms. Coffey, to accept the recommendation of the AAC and grant approval with conditions for the initial level educator preparation programs at Alice Lloyd College.*

**Vote:** Yes-12

Recuse- 1 (Dr. Campbell)

## **Waivers**

### **A. Exceptional Children Teacher Assignment Waivers**

**2006-046**

*Motion made by Ms. Coffey, seconded by Dr. Cibulka, to approve staff recommendations for the exceptional children teacher assignment waiver.*

**Vote:** Unanimous

### **B. Mr. David Edwards-Waiver of 16 KAR 6:010, Praxis II, Request to waive Music: Content Knowledge (0113) and Music: Concepts and Processes (0111) assessments**

**2006-047**

*Motion made by Ms. Thompson, seconded by Mr. Lin to waive 16 KAR 6:010 pertaining to Music: Content Knowledge (0113) and accept CEOE (001) Instrumental/General Music Test in lieu thereof. Do not waive the regulation pertaining to Music: Concepts and Processes (0111).*

**Vote:** Unanimous

### **C. Ms. Christie Palombi-Waiver of 16 KAR 6:010, Praxis II, Request to waive Principles of Learning and Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014)**

**2006-048**

*Motion made by Ms. Thompson, seconded by Mr. Stone, to waive the regulation requiring the Principles of Learning and Teaching: Grades K-6 (0522) assessment for Elementary (P-5) Certification and accept the ICTS (102) in lieu thereof. Do not waive the Elementary Education: Content Knowledge (0014) assessment.*

**Vote:** Unanimous

## **Alternative Route to Certification Exceptional Work Experience Application**

### **A. Ms. Glenna Metcalfe, Integrated Music, Grades P-12**

**2006-049**

*Motion made by Mr. Lin, seconded by Ms. Gregory, to approve the alternative route to certification application for Ms. Metcalfe.*

**Vote:** Unanimous

**DISCIPLINARY MATTERS:  
MINUTES OF CASE REVIEW  
May 15, 2006**

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*Motion made by Ms. Coffey, seconded by Ms. Pressley, to go into closed session for the purpose of discussing proposed or pending litigation and a personnel matter in accordance with KRS 61.810(1)(c), (f) and (j).*

**Vote:** *Unanimous*

*Motion made by Mr. Stone, seconded by Ms. Gregory, to return to open session.*

**Vote:** *Unanimous*

**The following board members concurred with the actions as listed below with the noted exceptions:**

**Tom Stull, Lydia Coffey, James Cibulka, Steve Lin, Wilson Stone, Kent Juett, Kristin Gregory, Eleanor Thompson, Sam Evans, Zenaïda Smith, Wally Campbell and Rita Presley.**

Attorneys present were Brenda Dinkins Allen, Alicia A. Sneed, Courtney Baxter, and Gary A. Stephens.

### INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
06-0125	Dismiss
06-0237	Dismiss Without Prejudice
06-0111	Admonish
06-0346	Dismiss
06-0345	Hear
06-0358	Dismiss
06-0120	Hear
06-0121	Hear ( <i>Mr. Evans, recused</i> )
06-0123	Hear
06-0228	Hear
06-0371	Hear
06-0342	Hear
06-0347	Hear
06-0351	Hear
06-0350	Hear
06-0359	Hear
06-0354	Hear
06-0352	Hear
06-0235	Dismiss
05-11192	Dismiss
06-0239	Admonish

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06-0233	Hear
05-05104	Hear
06-0230	Hear
06-0118	Dismiss
06-0229	Admonish
06-0236	Admonish
05-09179	Hear
06-0227	Hear
06-0122	Hear
06-0341	Hear
06-0343	Dismiss
06-0356	Hear
06-0240	Hear
06-0119	Hear
06-0232	Hear
06-0226	Defer
06-0231	Hear
06-0238	Defer
06-0117	Admonish
06-0361	Admonish
05-10182	Admonish
06-0102	Hear
03-0695	Dismiss ( <i>Ms. Smith, recused</i> )

## Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
06-053	Approve
06-054	Approve
06-055	Approve
06-056	Approve
06-057	Approve
06-059	Deny
06-060	Approve
06-061	Approve
06-058	Approve
06-062	Approve
06-063	Approve
06-066	Approve
06-074	Approve

**Agreed Orders**

**Case Number**

**Decision**

05-08144 (Corbett Mullins) Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, Third Floor, Frankfort, KY 40601.

**Vote:** *Unanimous (Mr. Campbell, recused)*

05-0588 (Heather Stringer) Accept Agreed Order suspending Respondent's certificate for a period of nine (9) months beginning from the date of acceptance by the Board. Respondent shall surrender the original and all copies of her certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601. Failure to do so will result in further disciplinary action by the Board.

Reinstatement of Respondent's certificate is specifically conditioned upon Stringer obtaining twelve (12) hours of professional development in the area of ethics. Failure to obtain said training will result in Stringer's certificate not being reissued. Any cost for said training shall be born by Respondent.

**Vote:** *Unanimous*

04-0452 (Donald Irvin) Accept Agreed Order revoking Respondent's certificate for a period of twenty (20) years beginning from March 11, 2004. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, KY 40601. Respondent shall neither apply nor be issued a teaching certificate in the Commonwealth of Kentucky for a period of twenty (20) years from March 11, 2004.

At the conclusion of the twenty year period, issuances of any certificate to Respondent or on his behalf is expressly conditioned upon Respondent providing, in

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addition to proof of any academic requirements, written evidence of the following:

Respondent shall provide written evidence that he has been evaluated by a licensed psychiatrist/psychologist approved by the Board that he has complied with all treatment recommendations and that he is not a danger to children and is fit to return to the classroom.

**Vote:** *Unanimous*

04-0457 (Robert Greis) Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, KY 40601.

**Vote:** *Unanimous*

06-0114 (James B Jones III) Accept Agreed Order in which Respondent was admonished for conduct unbecoming a teacher, specifically threatening to kill a 6<sup>th</sup> grade student. The Board reminds Respondent that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. An educator should never threaten the life of a student under any circumstances. Regardless of whether or not Respondent literally meant that he was going to kill the student, the words are simply inappropriate. The Board will not tolerate any further incidents of misconduct from Respondent.

Respondent is also required to provide written proof to the Board that he has received twelve (12) hours of professional development/training in anger management and appropriate classroom management, as approved by the Board, no later than December 31, 2006. Any expense incurred for said training shall be paid by Respondent.

**Vote:** *Unanimous*

05-08156 (Dennis Spencer) Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall immediately surrender the original certificate and all copies by delivering or mailing them to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.



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**Vote:** *Unanimous*

*Motion made by Mr. Cibulka, seconded by Mr. Stone, to return to closed session to discuss a personnel matter unrelated to the disciplinary docket in accordance with KRS 61.810(1)(f).*

**Vote:** *Unanimous*

*Motion made by Dr. Stone, seconded by Ms. Thompson, to return to open session.*

**Vote:** *Unanimous*

### **2006-050**

*Motion made by Dr. Campbell, seconded by Mr. Stone, to give the Executive Director, Dr. Rogers, a satisfactory performance record for 2005 based upon his initial evaluation and Growth Plan.*

**Vote:** *Yes-7*

*No-3 (Ms. Kristin Gregory; Ms. Lydia Coffey; Ms. Rita Presley)*

*Recuse -1 (Ms. Smith)*

### **2006-051**

*Motion made by Dr. Campbell, seconded by Dr. Evans, to increase the salary of the Executive Director by 5% effective with his January 1, 2006 increment date.*

**Vote:** *Unanimous*

*Motion made by Dr. Evans, seconded by Mr. Stone, to adjourn the meeting.*

**Vote:** *Unanimous*

**The meeting adjourned at 4:35 PM.**

Next Meeting:        June 12, 2006  
                             9:00AM Central Time  
                             Holiday Inn, University Plaza  
                             Bowling Green, Kentucky



## **Education Professional Standards Board**

### **ELECTION OF OFFICERS**

#### **PROCEDURE**

**Approved July 1996**

**Amended June 2, 1999; May 14, 2001; August 26, 2002; March 20, 2006**

Pursuant to KRS 161.028, the Education Professional Standards Board (“the Board”) is required to elect a Chair from the membership. A member shall be eligible to serve no more than three, one-year terms in succession as Chair. The following procedure shall be followed regarding election of the Chair and Vice-Chair.

1. The election of the Chair and Vice-Chair shall be conducted at a regular meeting of the Board in August or later, at the discretion of the Board.
2. Nominations for Chair shall be accepted from a nominating committee appointed by the Chair or from the floor.
3. Voting shall be conducted in Open Session.
4. In case of a tie, voting among the top two candidates shall follow the first ballot when three or more candidates are nominated. When only two candidates are nominated and a tie vote is recorded, balloting shall continue until the tie is broken.
5. The nomination and election of the Vice-Chair shall be conducted in the same manner as that of the Chair.
6. Officers shall assume their duties at the September meeting following the election or at the next meeting (regular or called) of the Board if the election is conducted in September or later.
7. If an elected officer is not eligible to continue to serve, or resigns from office, an election for that office shall be conducted at the next regular meeting of the Board following notification of ineligibility or resignation. If the office vacated is that of Chair, the Vice-Chair shall assume duties and responsibilities of the Chair until an election for Chair is conducted.
8. If the term of appointment of elected Board officers expires before the annual election, the Board shall designate a member of the Board to act as Chair until the election is conducted.
9. In the event of the absence of the Chair, and the inability of the Vice-Chair to preside or the absence of the Vice-Chair, some other member of the Board shall call the meeting to order; and the Board shall immediately elect a Chair Pro-Tem to preside during that session. The office of Chair Pro-Tem shall terminate upon the return or availability of the Chair or Vice-Chair.
10. If the Board elects a Chair Pro-Tem to hold office beyond the current session (in the event that the Chair and Vice-Chair are unable to perform their duties for that length of time), notice must be given at the preceding meeting or in the call of the meeting at which such election is held.

## **Roles and Responsibilities of Officers and Board Members**

### **Chair**

- Encourage full participation in decision making.
- Set agenda in consultation with Executive Director.
- Conduct/chair meeting.
- Reflect decisions and policies of the Board.
- Assume leadership role in legislative effort.
- Serve as contact for other pertinent organizations, e.g., KEA, KASA, KSBA, within KDE, etc.
- Make reports at Board meetings as needed.
- Determine committee composition with consent of Board.
- Review and make suggestions on continuing needs for committees.

### **Vice Chair**

- Assume responsibilities and assist Chair as necessary.

### **All Board Members**

- Attend meetings regularly.
- Prepare for meetings.
- Speak with one voice on decisions and policies approved by the Board.
- Serve on committees.
- Communicate the work of the Board to constituency groups(s).
- Assist in communication process to reach Board goals.
- Model the Professional Code of Ethics for Kentucky School Certified Personnel.
- Adhere to the Professional Conduct Procedure.
- Adhere to the Code of Ethics for Education Professional Standards Board Members.

**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item A**

**Action Item:**

Teacher Education Model Program (TEMP) Grant Final Report

**Applicable Statutes and Regulation:**

KRS 45.229; KRS 161.028(1); KRS 164.097  
16 KAR 5:010

**Applicable Goal:**

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

**Issue:**

Should the EPSB approve the final report for the Teacher Education Model Program (TEMP) Grant?

**Background:**

The 2003 General Assembly approved a \$2 million, one-time allocation for a Teacher Education Model Program (TEMP) to be awarded by the EPSB to one or more institutions for the purpose of establishing the model program's "infrastructure." The General Assembly also stipulated that the EPSB "shall make the grant awards [for the Teacher Education Model Program] prior to the start of the 2003-2004 fiscal year." The proposals were received and evaluated in accordance with EPSB direction.

In May 2003, the EPSB awarded \$2 million for the TEMP to Eastern Kentucky University (EKU). EKU served as lead agent for the Commonwealth Consortium for the TEMP grant that was to operate through June 2006. Each public institution and independent institutions through the Association of Independent Kentucky College and Universities (AIKCU) applied for funding in proportion to their productivity. Each institution submitted a request for proposal (RFP) process based on chosen goals, work plan, and projected outcomes. A statewide steering committee, with representatives from the EPSB, the Kentucky Department of Education, the Council on Postsecondary Education, three representatives from independent institutions designated by AIKCU, and the Deans of the Colleges of Education (or their designees) from each public university approved the work plans, budgets and timelines for grant implementation. Dr. Carol Gabbard, the TEMP Grant Director, assisted the steering committee and the consortium goal groups as they worked to implement the approved projects. The University of Kentucky served as project evaluator.

This statewide consortium worked to develop and implement six major goals, thus meeting the intent of the Kentucky General Assembly and the EPSB. Consortium members selected from the following six key program goals to focus their work:

## Agenda Book

1. Expand access to quality content and pedagogical coursework via on-line and low-residency offerings that are transportable to partner institutions to meet degree and certification requirements.
2. Develop on-line, cooperative special education certification and degree programs to address the critical need for special education teachers.
3. Enhance efforts to increase the technological skills and competencies of all Kentucky educators.
4. Increase the commitment and participation of university faculty from all disciplines in P-12 schools.
5. Create a statewide set of guidelines for alternative routes to certification that are outcome and performance-based and include credit options for the life experiences of high quality individuals, including second career individuals.
6. Enhance recruitment of talented future educators (with emphasis on underrepresented populations) who have the knowledge, skills and dispositions to foster life-long learning and growth in students.

Grant related activities and information are located on a web site at:

<http://www.education.eku.edu/tempgrant/>. The website is available to the public and includes minutes of meetings, goal selection, baseline data reports, and grant members.

Within the last two years, the general TEMP activities have included:

- December 2004 Alternative Route to Certification Conference
- October 2004/2005 - Career EXPO – Louisville
- February 2005 Statewide Educator Recruitment Initiative
- February 2005 presentation at the National Center for Alternative Certification Conference in Orlando, Florida
- April 2005 presentation during the KACTE Conference
- May 2005 TEMP Conference addressing Goals 1, 2, & 3
- September 30, 2005 KATE Conference – Georgetown
- October 2005 Teacher Quality Summit
- March 2006 Kentucky Teaching & Learning Pre-Conference Work Session

The final report summarizes the activities of the colleges and universities involved in the implementation of the grant. Several projects will be showcased during the June Board meeting. The summary and evaluation reports will be provided in the Under Separate Cover section.

### **Alternative Actions:**

1. Accept the final report of the TEMP Grant.
2. Modify and accept the final report of the TEMP Grant.
3. Do not accept the final report of the TEMP Grant.

### **Staff Recommendation:**

Alternative 1

**Rationale:**

The TEMP grant final report to the EPSB appears to accurately and thoroughly document that both the process of project approval and review, as well as the specific outcomes of the funded projects, are consistent with the General Assembly's intent in the allocation of the TEMP funds.

**Contact Person:**

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**Executive Director**

**Date:**

June 12, 2006





**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item B**

**Action Item:**

16 KAR 7:010 Kentucky Teacher Internship Program (KTIP) (Emergency) Amendment, Final Action; Revising assessments for evaluating teacher interns and related changes.

**Applicable Statutes and Regulation:**

KRS 161.030

16 KAR 7:010

**Applicable Goal:**

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

**Issue:**

Should the Education Professional Standards Board (EPSB) approve amendments to 16 KAR 7:010, Kentucky Teacher Internship Program (KTIP) and the continued use of the Teacher Performance Assessment?

**Background:**

In October 2002, the United States Department of Education awarded the EPSB a Title II Teacher Quality Enhancement Grant (TQEG), which proposed investigating alternative teacher performance assessments to replace the current assessments used in the Kentucky Teacher Internship Program (KTIP).

Utilizing Teacher Work Sample (TWS) methodology, the revised KTIP assessments are designed to put an increased emphasis on student learning by using direct evidence of an intern's ability to design and implement standards-based instruction, analyze student learning, reflect on the teaching and learning process, and make instructional adjustments. To sustain scoring reliability these instructionally focused performance assessments are supported by validated rubrics and guidelines.

The new KTIP performance assessments consist of three components:

1. Observation of Classroom Instruction using a revised Intern Performance Record (IPR);
2. Professional Responsibilities Tasks, and the
3. Design of an Instructional Unit.

To date, three cohorts totaling 659 interns have been introduced to the new assessments through the KTIP pilot program under the TQEG. The first two cohorts of teachers in the pilot have participated in a two-year pilot, and the third cohort is participating in a one-year pilot. The first cohort completed the two-year cycle in the Spring of 2005 by using the TWS in place of the portfolio, and the second and third cohorts are using the TWS during the 2005-2006 school year.

There is significant support for using TWS methodology to revise the current assessments of new teachers through the Kentucky Internship Program (KTIP).

- During the March 20, 2006 EPSB meeting, practitioners from Jessamine and Marion Counties shared their successes using the new KTIP performance assessments. In their presentation, the practitioners reported confidence in their ability to assess student learning and enhance student achievement as a result of their experience with the new assessments. These practitioners favor continued use of the new KTIP performance assessments in their school districts for next year.
- Currently 13 of Kentucky's Colleges and Universities are implementing TWS methodology similar to the new KTIP performance assessments in their teacher preparation programs, and another 7 indicate they are preparing to do so.
- A University of Louisville evaluation report on the utility of a two-year KTIP model included a survey of interns, resource teachers, principals, and teacher educators on their preference of the old portfolio versus the new assessments based on TWS methodology. The table below indicates that all groups believed the TWS methodology did a better job of improving teacher effectiveness and assessing an intern's progress.

**Percentages That Favored the TWS Over the Portfolio, by Group**

<i>Educator Group</i>	<i>Aim: Improve Teaching Effectiveness</i>	<i>Aim: Assess an Intern's Progress</i>
Intern	83.3%	76.7%
Resource teacher	56.5%	70.0%
Principal	80.0%	77.8%
Teacher educator	75.0%	60.0%

Additionally, interview data from 2004 and 2005 revealed little, if any, support for the traditional portfolio. Similarly, survey results indicated that traditional interns were skeptical that the portfolio process had improved or would improve their teaching – about half thought that it would help their teaching “not at all.” Open-ended write-ins to the survey suggested that interns considered the portfolio “busy work” that was disconnected from the practical realities of teaching, a distraction that took attention away from students and their needs, and a product redundant with those developed in their pre-service training.

Overall, all Pilot educator groups favored the new KTIP performance assessments over the traditional KTIP portfolio with respect to two key goals: (1) accurately assessing interns' progress and (2) improving interns' instruction. They reported that the TWS promoted analysis and reflection by requiring interns to look more closely at the work of individual students.

The EPSB's Kentucky Advisory Council for Internship (KACI) supports the implementation of the new KTIP performance assessments for the following reasons:

1. The Teacher Work Sample approach is supported by research
2. The TWS is the next logical step toward improving teachers' effectiveness in facilitating student learning.
3. A phase-in process will allow time for school districts and teacher education programs to train participants.
4. It is imperative that we build on the foundation established by the Teacher Quality Enhancement Grant.

KACI recommends full statewide implementation in 2008-2009 and suggests the following timeline (appropriate regulation changes will be submitted accordingly):

2006-2007

- Volunteer use of the new KTIP performance assessments
- Refinement of materials and guides continues
- Refinement of KTIP Committee Training to use the new KTIP performance assessments

2007-2008

- Volunteer use of the new KTIP performance assessments
- Refinement of materials continues
- As of January 1, 2008 all training provided using the new KTIP performance assessments
- Training committees using the old assessments is only available online ([www.KyEducators.org](http://www.KyEducators.org))

2008-2009

- Statewide implementation

EPSB staff concurs with the KACI recommendations. In order to provide ample time for the implementation of the new KTIP assessments, the following amendments to 16 KAR 7:010 are required at this time:

1. Removal of language allowing for additional stipend for the pilot project mentor, including addition funds being paid to National Board teachers
2. Removal of language giving a stipend to attend a special training for TWS
3. Removal of language allowing mandating the video-taped lesson for Cycle III
4. Use of revised TWS materials to be incorporated by reference
5. P 46 level 15-19

**Alternative Actions:**

1. Approve the amendments to 16 KAR 7:010 and extend the use of the Teacher Performance Assessment.
2. Do not approve the amendments to 16 KAR 7:010 and do not extend the use of the Teacher Performance Assessment.

**Staff Recommendation:**

Alternative Action 1

**Rationale:**

The regulation revisions and usage of the Teacher Performance Assessment will assist staff in refinement of the Kentucky Teacher Internship Program by continuing to support new teachers in assessing student performance. The additional time allocated by these revisions will also provide universities time to develop Teacher Performance Assessment methodology into the teacher preparation programs.

**Contact Person:**

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**Executive Director**

**Date:**

June 12, 2006

**1 EDUCATION PROFESSIONAL STANDARDS BOARD**

**2 (AMENDMENT)**

**3 16 KAR 7:010. Kentucky Teacher Internship Program.**

4 RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095

5 STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030, 161.1222

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new  
7 teachers and out-of-state teachers with less than two (2) years of successful teaching

8 experience who are seeking initial certification in Kentucky shall serve a one (1) year  
9 internship.~~[KRS 161.1222(1) authorizes the Education Professional Standards Board to~~

10 ~~implement a pilot internship project.]~~ This administrative regulation establishes the  
11 requirements for the Kentucky Teacher Internship Program ~~[and the Kentucky Teacher~~  
12 ~~Internship Pilot Project]~~.

13 Section 1. Definitions. (1) "Half-time basis" means teaching fifteen (15) hours per week in  
14 the intern's area of certification.

15 (2) "Instructional day" means a day that:

16 (a) The teacher intern is performing regular teaching responsibilities in an instructional  
17 setting, or is completing professional development for compensation from the district or  
18 employing school; and

19 (b) Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

20 (3) "Resource Teacher Time Sheet" means a copy of the document of the same name that is  
21 contained on the Education Professional Standards Board (EPSB) website ~~[Web site]~~,  
22 www.kyepsb.net and in the publication, "Guiding and Assessing Teacher Effectiveness: A  
23 Resource Guide for Kentucky Teacher Internship Program Participants."

(4) "Teacher intern" means any new teacher or out-of-state teacher with less than two (2) years of successful teaching experience, preschool through grade twelve (12), who has obtained a provisional certificate and is seeking initial certification in Kentucky.

Section 2. Basis for Professional Judgment by the Beginning Teacher Committee. (1) A teacher intern and the beginning teacher committee shall follow the requirements established in this administrative regulation and in "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants".

(2) In arriving at its professional judgment, the beginning teacher committee shall take into consideration the progress of the teacher intern throughout the school year and, particularly, the level of performance that has been achieved near the end of the internship. The beginning teacher committee shall determine the progress and improvement of the teacher intern, pursuant to KRS 161.030, by:

(a) A systematic observation of classroom performance;

(b) An ongoing review of documented evidence developed by the intern of progress toward demonstration of the applicable standards; ~~[portfolio materials or pilot project Teacher [Work Sample] that shall be developed by the teacher intern;]~~ and

(c) A review of the teacher intern's response to the suggestions and recommendations made by the beginning teacher committee during its meetings with the teacher intern throughout the internship.

(3) Throughout the internship, the teacher intern and the beginning teacher committee shall utilize the New Teacher Standards ~~[new teacher standards]~~ for Preparation and Certification established by the Education Professional Standards Board in 16 KAR 1:010. Interns and their committees utilizing the new Teacher Performance Assessment shall use the

benchmarks for each standard as outlined in the Teacher Performance Assessment Handbook.

(4) For interns and committees utilizing the new Teacher Performance Assessment, the intern shall also demonstrate a Leadership Standard. However, scoring for the Leadership Standard shall not apply to a determination of the intern's success or failure of the internship.

Section 3. Beginning Teacher Committee Membership Appointment. (1)(a) School districts shall maintain a pool of resource teachers and principals who have successfully completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(b) The Kentucky Teacher Internship Program Committee training may be approved for up to twelve (12) hours of professional development credit toward the continuing education requirements for resource teachers pursuant to KRS 161.095 and Effective Instructional Leadership Act (EILA) credit for administrators pursuant to KRS 156.101.

(2) The employing school district shall recommend principals and resource teachers for appointments by the Education Professional Standards Board to beginning teacher committees.

(3) If the teacher intern is teaching at a nationally or regionally accredited nonpublic school without a principal, the accrediting organization's guidelines for designating the school head or school leader shall be used by the employing school in making the recommendation for appointment of the principal member. If no guidelines exist, the school shall provide a written rationale for the appointment to the Education Professional Standards Board for approval.

(4) Representatives of the teacher training institutions [~~institution~~] shall consult the Education Professional Standards Board with respect to the school districts and the

geographical area to be served by teacher educator members on beginning teacher committees. All teacher educators shall have completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(5) The teacher training institution shall appoint a teacher educator no later than October 1 for the fall semester and February 15 for the spring semester. If the teacher intern is employed after the date required for appointment of the teacher educator, the teacher training institution shall appoint a teacher educator no later than ten (10) days after being notified by the district of the need for a teacher educator.

(6) If the superintendent or designated nonpublic school head or leader determines that a teacher educator is unsuitable for appointment, the superintendent or designated nonpublic school head or leader [~~head or~~] shall submit a written request for removal to the Education Professional Standards Board. The request shall contain the following:

- (a) The facts and circumstances that form the basis for removal for cause; and
- (b) The name of a qualified replacement submitted after consultation with the district or employing school Kentucky Teacher Internship Program Coordinator.

(7) The Education Professional Standards Board shall send written notification to the teacher intern, the beginning teacher committee, the superintendent or designated nonpublic school head or leader, and the teacher training institution of its decision regarding the request for removal.

Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The one (1) year internship shall be completed during one (1) of the following:



(a) No less than 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation during one (1) school year; or

(b) Two (2) semesters totaling at least 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation in two (2) consecutive school years.

(2) The internship shall be established for each teacher intern whose initial employment begins at any time during the school term except if the date of employment does not allow for completion of at least seventy (70) instructional days of employment during the school year. If the period of employment is less than seventy (70) instructional days in a school year, the local school district shall declare an emergency as provided in KRS 161.100, authorizing the superintendent to request an emergency teaching certificate. The employing school district shall be responsible for providing assistance and supervision to the new teacher during the period of employment under an emergency certificate.

(3)(a) The school district or nonpublic school shall complete and submit to the Education Professional Standards Board the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable~~[- The Confirmation of Employment shall be completed for each teacher intern and submitted to the Education Professional Standards Board]:~~

1. On or before October 15 for a teacher intern participating in the internship for the fall semester; or

2. On or before February 15 for a teacher intern participating in the internship for the spring semester.

(b) If the teacher intern begins employment after the dates established for submission of the Confirmation of Employment in paragraph (a) of this subsection, the school district or employing school shall submit the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable within ten (10) days of the date of hire. A one (1) year internship certificate shall be issued in accordance with the provisions of 16 KAR 2:010 and 16 KAR 4:050.

(c) If the district fails to report verification of enrollment in the internship by the applicable date established in paragraph (a) or (b) of this subsection, and there is insufficient time remaining for the teacher intern to complete the number of days required under subsection (1) of this section, the district shall declare an emergency as provided in KRS 161.100, and the teacher intern shall enroll in the internship in the next semester of employment when at least seventy (70) instructional days are available.

(d) Failure to submit [~~return~~] the completed Confirmation of Employment or declare an emergency in accordance with paragraph (a) or (b) of this subsection shall:

1. Be a violation of KRS 161.020; and
2. Result in the number of days the teacher intern taught without a valid certificate being included in the out of field report submitted to the Commissioner of the Department of Education in accordance with KRS 161.1221.

(4) A teacher intern may participate in the internship if the intern is teaching on at least a half-time basis. A school district or nonpublic school offering employment to a new teacher for part-time services which do not conform to the definition of half-time basis shall request a waiver from the Education Professional Standards Board staff for the new teacher to participate in the Kentucky Teacher Internship Program. The waiver request shall detail how

- 1 the part-time employment offered by the district or nonpublic school is commensurate with  
2 the half-time basis requirement of this administrative regulation.
- 3 (5)(a) Termination or resignation of the internship shall be prohibited unless a written  
4 resignation detailing the facts surrounding the resignation is received and approved by:
- 5 1. The superintendent or designated nonpublic school head or leader; and
  - 6 2. The Education Professional Standards Board staff.
- 7 (b) A teacher intern who terminates or resigns the internship without the approval of the  
8 Education Professional Standards Board staff shall be recorded as unsuccessfully completing  
9 the internship for that school year.
- 10 (6) The internship shall be established in a classroom which corresponds to the certificate of  
11 the teacher intern. An internship shall not be established in a classroom designated as an  
12 alternative school, classroom or program unless the district superintendent or designated  
13 nonpublic school head or leader submits a written request for a waiver to the staff of the  
14 Education Professional Standards Board. The request shall include the following:
- 15 (a) The type of students that attend the alternative school, classroom or program;
  - 16 (b) The student selection and placement process;
  - 17 (c) The level of support for students and faculty provided by the district or nonpublic school;
  - 18 (d) The degree of administrative support within the program, classroom or school;
  - 19 (e) The location and facility that houses the program, classroom or school;
  - 20 (f) The instructional resources [~~that are~~] available to the faculty;
  - 21 (g) The curriculum used by the program, classroom or school;
  - 22 (h) The manner in which the program, classroom or school collaborates with other schools  
23 within the district;
  - 24 (i) The current faculty and staff positions assigned to the program, classroom or school;

## Agenda Book

(j) A brief description of how a teacher intern placed in the alternative program, classroom or school could demonstrate that the teacher intern has met all of the applicable standards. [~~new teacher standards~~];

(k) Contact information for an individual who could provide additional information about the request; and

(l) A signed affidavit by the superintendent, the superintendent's designee, or the designated nonpublic school head or leader confirming the information.

(7) The Education Professional Standards Board staff shall grant the waiver if there is a determination that the request and accompanying documentation sufficiently demonstrate that the level of support and services provided to the teacher intern assigned to an alternative school, classroom, or program is equivalent to that provided to a teacher intern placed in a nonalternative setting.

(8) If the waiver is granted, it shall remain in effect for the calendar year during which it is granted.

Section 5. Designation and Duties of Chair; Responsibilities of Resource Teacher, Teacher Intern, and Teacher Educator; Requirements for Timing and Content of Beginning Teacher Committee Meetings. (1) The principal member of the three (3) person beginning teacher committee shall serve as chair and shall be responsible for convening the committee and coordinating its efforts by scheduling observations and committee meetings. The chair shall be responsible for the timely submission of all documents and reports of the beginning teacher committee as required by this administrative regulation. All documents and reports shall be submitted through the electronic reporting system, or by hard copy if the electronic reporting system is unavailable. In addition, the chair shall:

## Agenda Book

- 1 (a)1. Make three (3) official observation visits to the teacher intern's classroom with each  
2 observation lasting one (1) hour in duration or one (1) class period; or
- 3 2. Make two (2) one (1) hour or one (1) class period observation visits followed by an  
4 observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom  
5 lessons;
- 6 (b) Conduct a lesson plan review prior to each of the three (3) observations and a  
7 postobservation conference after each observation;
- 8 (c) Report progress observed and concerns to the committee at the scheduled committee  
9 meetings;
- 10 (d) Monitor the time that the resource teacher spends with the teacher intern both in and out  
11 of class and sign the electronic version of the resource teacher time sheets or the hard copy of  
12 the resource teacher time sheets if the electronic reporting system is unavailable; and
- 13 (e) Ensure that all program policies and procedures are followed.
- 14 (2) The resource teacher shall be a mentor to the teacher intern and assess the teacher intern's  
15 progress in the internship.
- 16 (a) The resource teacher, upon completion of Kentucky Teacher Internship Program  
17 Committee Training and upon appointment, shall begin to assist the teacher intern.
- 18 (b) The resource teacher shall spend a minimum of twenty (20) hours working with the  
19 teacher intern in the classroom setting.
- 20 1. As a portion of the twenty (20) hours, the resource teacher shall conduct:
- 21 a. Three (3) official observations with each observation lasting one (1) hour in duration or  
22 one (1) class period; or

## Agenda Book

b. Two (2) observations lasting one (1) hour in duration or one (1) class period followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lessons.

2. The observations shall be preceded by a pre-observation conference and lesson plan review and shall be concluded with a post-observation [~~postobservation~~] conference.

(c) Pursuant to the resource teacher requirements established in KRS 161.030(7), a resource teacher shall complete at least fifty (50) hours of out-of-class time identified in KRS 161.030 in consultation with the teacher intern to:

1. Assist the teacher intern in the development of professional growth plan;
2. Assist the teacher intern in areas identified in the professional growth plan;
3. Assist the teacher intern with instructional activities such as planning, management techniques, assessment, and parent conferences;
4. Arrange activities for the teacher intern such as attendance at seminars, conferences, or lectures offering educational assistance commensurate with the teacher intern's professional growth plan;
5. Continually assess the teacher intern's progress in the internship in relation to each of the new teacher standards; and
6. Enter and submit data into the online Resource Teacher Time Sheet or the hard copy of that document if the electronic reporting system is unavailable. This document is located within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants," incorporated by reference.

(d) The resource teacher shall divide the consultation time required in paragraph (c) of this subsection into appropriate increments that provide support for the teacher intern throughout the semester. The resource teacher shall not spend this required consultation time with the

- 1 teacher intern at required in school or district-wide meetings, or any other activity for which  
2 the resource teacher receives compensation from the district or employing school, to include  
3 professional development activity.
- 4 (3) The teacher intern shall:
- 5 (a) Complete all requirements of the Kentucky Teacher Internship Program as established in  
6 KRS 161.030 and this administrative regulation, including compliance with the new teacher  
7 standards;
- 8 (b) Attend the orientation, pre-observation [~~preobservation~~] and post-observation  
9 [~~postobservation~~] conferences with individual committee members, and all beginning teacher  
10 committee meetings;
- 11 (c) Participate with the resource teacher in the fifty (50) hours of consultation time to be  
12 spent outside of an instructional setting;
- 13 (d) Cooperate with the resource teacher in completing the twenty (20) hours of instructional  
14 observation;
- 15 (e) Complete a professional growth plan (PGP);
- 16 (f) Prepare for three (3) official one (1) hour observations by each committee member during  
17 the year, including submitting a written lesson plan to the observer in a timely fashion prior  
18 to each visit. Each observation shall be one (1) hour in duration or one (1) class period;
- 19 (g) Develop documentary evidence of progress toward demonstration of the applicable  
20 standards [~~a portfolio or Pilot Project Teacher Work Sample~~] for presentation and review at  
21 committee meetings; and
- 22 (h) Review all electronic documents completed by the beginning teacher committee and affix  
23 an electronic signature where required. If the electronic version of the documents are

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unavailable through the electronic reporting system, the teacher intern shall review and sign hard copy versions of these documents.

(4) The teacher educator shall:

(a) 1. Make three (3) official observations of the teacher intern with each observation lasting one (1) hour in duration or one (1) class period; or

2. Make two (2) observations of one (1) hour in duration or one (1) class period, followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lessons;

(b) Conduct a lesson plan review prior to each of the three (3) observations and a post-observation conference after each observation; and

(c) Report progress observed and concerns to the committee at the scheduled committee meetings;

(5) Observations and committee meetings shall be scheduled in accordance with the following:

(a) The orientation meeting shall be held prior to the conduct of any formal classroom observations of the teacher intern;

(b) The second meeting shall be held between one (1) and sixty (60) instructional days following the orientation meeting and shall have been preceded by classroom observations by all committee members;

(c) The third meeting shall be held between sixty-one (61) and 110 instructional days following the orientation meeting and shall have been preceded by a second set of classroom observations by all committee members; and



- 1 (d) The fourth meeting shall be held between 111 and 140 instructional days following the  
2 orientation meeting and shall have been preceded by a third set of classroom observations by  
3 all committee members.
- 4 (6) Committees formed during the spring semester shall establish a meeting schedule that  
5 observes the time sequences established in subsection (4) of this section for the full-year  
6 teacher interns but which shall span the spring and fall semesters of two (2) school years.
- 7 (7) (a) Classroom observations conducted by committee members shall be:
- 8 1. Of at least one (1) hour or one (1) class period in duration; and  
9 2. In the classroom or at the work station of the teacher intern.
- 10 (b) Additional classroom observations may be conducted at the option of the committee.
- 11 (c) All classroom observations shall be scheduled in advance in order to provide adequate  
12 time for preparation by the teacher intern.
- 13 (8) All members of the committee shall attend all four (4) meetings of the committee.
- 14 (9) At the orientation meeting of the beginning teacher committee, the following items shall  
15 be addressed:
- 16 (a) Expectations on the part of the teacher intern and each committee member;  
17 (b) Procedures and materials for classroom observations;  
18 (c) Use of classroom observation data in designing the teacher intern's professional growth  
19 plan;
- 20 (d) Requirements for the intern for compiling documentary evidence of progress toward  
21 demonstration of the applicable standards. [~~portfolio or Pilot Project Teacher Work Sample~~];  
22 (e) General schedule for the events to take place during the internship program; and  
23 (f) Work of the resource teacher with the teacher intern.

(10) (a) The primary purpose of the second and third committee meetings shall be to provide the teacher intern with information based on classroom observations, review of the interns documented evidence of progress toward demonstration of the applicable standards [~~portfolio or Pilot Project Teacher Work Sample~~], and reports of the resource teacher that shall support the growth of the teacher intern.

(b) The committee shall provide the teacher intern at the second, third, and fourth meetings with a consensus assessment of the teacher intern's progress in the internship in relation to each of the new teacher standards.

(11) The Professional Growth Plan (PGP) shall be initiated at the second committee meeting.

(12) The third meeting shall include a review of expectations for the performance of the teacher intern, taking into account the reflections of the teacher intern and the committee members, and incorporating these expectations and reflections into the PGP.

(13) The fourth meeting shall include a professional judgment by the committee members on the satisfactory completion of the one (1) year internship. This judgment shall be based upon the teacher intern's ability to meet the requirements of all new teacher standards.

Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification Actions. (1) The decision of the beginning teacher committee as to satisfactory completion of the internship for all full-year teacher interns shall be reported by the chair to the local school superintendent or other employer and to the Education Professional Standards Board by May 1 or no later than two (2) weeks following the final committee meeting, whichever occurs first. For midyear teacher interns completing the internship in December, the final report shall be submitted by December 20 [45]. If the intern is deemed unsuccessful, the chair of the beginning teacher committee shall forward all internship documents including the portfolio

1 or teacher performance assessment, observation forms, and time sheets to the KTIP  
2 coordinator to be delivered to the Education Professional Standards Board. The documents  
3 shall be postmarked or hand delivered to the Education Professional Standards Board within  
4 five (5) calendar days of the date of submission of the final report. The final report shall be  
5 accompanied by the resource teacher time sheets.

6 (2) If a teacher intern's performance is judged by the committee to be unsatisfactory, the  
7 teacher intern shall have the opportunity to repeat the internship during one (1) additional  
8 year contingent upon employment within the period of validity of the statement of eligibility  
9 for internship. If the teacher intern does not successfully complete the internship during the  
10 period of validity of the statement of eligibility, the teacher intern shall requalify for  
11 admission to the remaining one (1) year of internship by meeting the requirements in effect at  
12 the time of reapplication for certification.

13 (3)(a) If the teacher intern is unable to complete the internship within one (1) school year in  
14 accordance with the requirements of Section 5 of this administrative regulation, an interim  
15 report shall be submitted to the EPSB through the electronic system, or by hard copy if the  
16 electronic system is unavailable [~~to the EPSB~~] within ten (10) days of the date the internship  
17 ceases.

18 (b) Under extraordinary circumstances and with the approval of the EPSB, the teacher intern  
19 may continue the internship during a subsequent school year if employed in a public or  
20 nonpublic accredited school. Extraordinary circumstances shall include:

- 21 1. Serious medical conditions;
- 22 2. Temporary disability; or
- 23 3. Military deployment.

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(c) The provisions of Section 4 of this administrative regulation shall not apply in this situation.

Section 7. Payments to Committee Members. (1) In accordance with the budgetary act, the Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for:

(a) The direct service of a resource teacher to each teacher intern;

(b) Participation in classroom observations and committee meetings; and

(c) The employment of substitute teachers to provide at least twenty (20) clock hours of released time for the resource teacher to observe and assist the teacher intern during normal working hours.

(2) A resource teacher shall:

(a) Not serve as a resource teacher for more than one (1) teacher intern concurrently; and

(b) Be paid a stipend in accordance with subsection (3) of this section.

(3)(a) Except as provided by paragraphs (b) and (c) of this subsection, the stipend shall be:

1. \$1,400 for a year of service; and

2. Disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the semester in which the mentoring occurred or on an annual basis for full-year interns with payment being disbursed at the end of the one (1) year internship. The frequency of the disbursement shall be at the option of the district if the resource teacher is serving in a public school district. If the resource teacher is serving in a nonpublic school, the frequency of the disbursement shall be determined by the submission of the resource teacher time sheets.

(b) If the school or school district where the internship takes place fails to submit the time sheets by the date stipulated in Section 6(1) of this administrative regulation, the Education Professional Standards Board staff shall refuse payment of the stipend.

(c) The stipend shall be prorated if the required number of hours are not performed and documented in legitimate and appropriate pursuit of successful completion of the internship pursuant to the requirements of Section 5(2) of this administrative regulation.

Section 8. Use of the New Teacher Performance Assessment by Internship Participants

~~[Participation in the Kentucky Teacher Internship Pilot Project].~~ (1) Beginning with the 2006-07 school year, and continuing throughout the 2007-08 school year, [As an alternative to participation in the one (1) year Kentucky Teacher Internship Program,] a school or district [teacher intern] may [elect to] require all interns employed to use the new Teacher Performance Assessment in lieu of the traditional internship assessments that were contained within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants."

(2) Beginning with the 2008-09 school year all school districts and all nonpublic schools participating in the Kentucky Teacher Internship Programs shall use the new Teacher Performance Assessment in lieu of the traditional internship assessments that were contained within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants." ~~[participate in the one (1) year Kentucky Teacher Internship Pilot Project authorized by KRS 161.1222.]~~

~~[(2) Application for the pilot project shall be made by completing the KTIP Pilot Project Application Form or its online equivalent found on the Education Professional Standards Board website at www.kyepsb.net and submitting it to the Education Professional Standards Board. As a prerequisite to participation, the applicant shall have:~~

~~(a) A bona fide offer of employment;~~

~~(b) Approval for pilot project participation by the district superintendent or designated nonpublic school head or leader;~~

## Agenda Book

~~(c) Approval for pilot project participation by the principal or designated nonpublic school head or leader; and~~

~~(d) A resource teacher assigned in accordance with the provisions of this administrative regulation and KRS 161.030.~~

~~(3) The Education Professional Standards Board shall select participants based upon a representative sample, taking into consideration the following criteria:~~

~~(a) Geographic location of the internship;~~

~~(b) The teacher training institution from which the applicant graduated;~~

~~(c) The grade level to be taught by the applicant;~~

~~(d) The content area to be taught by the applicant; and~~

~~(e) The route by which the applicant sought certification, traditional or alternative.~~

~~(4) Incentives for pilot project participants shall include the following:~~

~~(a) Opportunities for the teacher intern to observe experienced teachers;~~

~~(b) Online training modules for creating the Teacher Work Sample; and~~

~~(c) The development and use of the Teacher Work Sample in lieu of the traditional internship portfolio.~~

~~(5) An individual serving as a resource teacher to a pilot project participant shall be paid in accordance with the provisions of Section 7 of this administrative regulation.~~

~~(6) For an individual who has completed service as a pilot project mentor between December 1, 2003 and August 29, 2005, and received a \$1000 stipend, the mentor shall receive an additional \$400. The EPSB shall forward the supplemental \$400 to the mentor after the effective date of this administrative regulation.~~

~~(7) For an individual who has completed service as a pilot project mentor between December 1, 2003 and August 29, 2005, and received a \$1000 stipend, the mentor shall receive an~~

1 additional \$800 if, at the time of appointment as a mentor to a pilot project intern, the teacher  
2 had attained certification by National Board for Professional Teaching Standards. The EPSB  
3 shall forward the supplemental \$800 to the mentor after August 29, 2005.]

4 (3) [(8)] Prior to serving as a member of the beginning teacher [teaching] committee for an  
5 intern using the new Teacher Performance Assessment [the pilot project], the principal,  
6 resource teacher, and teacher educator each shall have completed the new Teacher  
7 Performance Assessment [Work Sample] internship committee [Committee] training.

8 (4) [(9)] During the year of the [pilot project] internship using the new Teacher Performance  
9 Assessment, the teacher intern and the beginning teacher committee shall utilize the  
10 Kentucky Internship Program scoring rubrics and forms [Scoring Rubrics and Forms]  
11 contained within the Kentucky Teacher Internship Teacher Performance Assessment  
12 Handbook [Work Sample Guide], incorporated by reference.

13 ~~[(10) An interim in the pilot project shall be required to prepare for and complete for the~~  
14 ~~[pilot project committee members three (3) official observations with each lasting one (1)~~  
15 ~~hour or one (1) class period in duration. One (1) of the official observations shall be of a~~  
16 ~~videotaped classroom lesson prepared by the intern and lasting one (1) hour or one (1) class~~  
17 ~~period in duration.]~~

18 (5) [(11)] To the extent that they do not conflict with this section, all other provisions of this  
19 administrative regulation shall apply to the intern using the new Teacher Performance  
20 Assessment [internship pilot project].

21 (6) [(12)] Participation in the Kentucky Teacher Internship Program using the new Teacher  
22 Performance Assessment [Pilot Project] shall not alter any rights ordinarily afforded to  
23 teacher interns or employing schools or school districts under the Kentucky Teacher

1 Internship Program. Use of the new Teacher Performance Assessment shall not form a basis  
2 for appeal of an intern's failure of the Kentucky Teacher Internship Program.

3 Section 9. Appeals. (1)(a) Appeals by teacher interns shall be reviewed by a committee of  
4 four (4) persons. The appeals committee shall include:

5 1. One (1) teacher;

6 2. One (1) principal;

7 3. One (1) teacher educator; and

8 4. The Executive Director of the Education Professional Standards Board, or his or her  
9 designee.

10 (b) The committee members shall be chosen from a pool of committee candidates appointed  
11 annually by the Education Professional Standards Board.

12 (c) An appeals committee member shall not take part in a decision in which the member has  
13 an interest or is biased.

14 (2)(a) The teacher intern shall file the appeal within thirty (30) calendar days of the date  
15 written notice of failure of the internship is received by the teacher intern[-] by certified mail  
16 return receipt requested. If the teacher intern fails to maintain a current address with the  
17 Education Professional Standards Board or refuses to claim the certified mail, the appeal  
18 shall be filed within thirty-five (35) days of the date the notice is mailed to the teacher  
19 intern's last known address.

20 (b) Upon receipt of the appeal, the Education Professional Standards Board shall send a copy  
21 to the members of the beginning teacher committee. Each member may file a written  
22 response within fifteen (15) days of receipt.

23 (3)(a) The appeals committee shall review the written appeal by the teacher intern, all  
24 beginning teacher committee reports, any additional documentation that accompanied the



1 final report, and any written responses from the members of the beginning teacher  
2 committee.

3 (b) The appeals committee shall base its recommendation upon the following requirements:

4 1. Evidence of the teacher intern's ability to meet the requirements of the new teacher  
5 standards;

6 2. Appropriate documentation of at least twenty (20) hours in the instructional setting and  
7 fifty (50) hours outside normal working hours spent by the resource teacher in assisting the  
8 teacher intern;

9 3. Assignment of beginning teacher committee members in accordance with legal  
10 requirements;

11 4. Compliance with the requirements for the timing, content, reporting, and signing of  
12 teacher intern performance records, meeting and observation forms, and resource teacher  
13 time sheets; and

14 5. Agreement between teacher intern performance records, professional growth plans,  
15 beginning teacher committee meeting reports, and the final decision of the committee.

16 (4) The appeals committee shall make a recommendation to the Education Professional  
17 Standards Board on the appeal within sixty (60) days following the receipt of the appeal,  
18 unless good cause exists for additional time. The Education Professional Standards Board  
19 shall issue a final decision in each appeal reviewed by the appeals committee. The Education  
20 Professional Standards Board may consider the appeals committee recommendation and the  
21 records reviewed by the appeals committee in issuing its decision.

22 (5) If the decision of the beginning teacher committee is not upheld, the Education  
23 Professional Standards Board shall issue the appropriate certificate to the teacher intern.

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(6) If the decision of the beginning teacher committee is upheld, the Education Professional Standards Board shall issue another Statement of Eligibility for Internship, unless:

(a) The teacher intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program; or

(b) The period of validity of the statement of eligibility has expired.

(7) If, during the appeal process, it becomes evident that the beginning teacher committee has committed some procedural violation during the internship which makes it impossible to determine if the teacher intern has in fact been unsuccessful, the Education Professional Standards Board may nullify the internship and allow the teacher intern to repeat the internship without penalty.

(8) If the teacher intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the teacher intern may request a formal hearing under the provisions of KRS Chapter 13B. The request shall be filed in writing with the Executive Director of the Education Professional Standards Board within fifteen (15) calendar days of the date the board's decision is received by the teacher intern.

(9) In notifying the teacher intern of the board's decision, the Education Professional Standards Board shall send the decision of the board to the last known address of the teacher intern. If the teacher intern fails to notify the Education Professional Standards Board of an updated or correct address, or refuses to claim the certified mail when presented, the request for a hearing shall be filed in writing with the Executive Director of the Education Professional Standards Board within (20) calendar days of the date the board's decision is mailed to the teacher intern by certified mail.

Section 10. A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship

1 Program shall not be eligible for a Kentucky teaching certificate under this administrative  
2 regulation.

3 Section 11. An intern serving the internship in Interdisciplinary Early Childhood Education  
4 (IECE) must successfully demonstrate the new teacher standards as adapted to the IECE  
5 standards and shall utilize the IECE Observation Instrument incorporated by reference.

6 Section 12. Incorporation by Reference. (1) The following material is incorporated by  
7 reference:

8 (a) "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher  
9 Internship Program Participants," March 2005 edition;

10 (b) "Statement of Eligibility/Confirmation of Employment form," revised November 2004;

11 (c) [~~"KTIP Pilot Project Application Form", June 2003 edition;~~

12 ~~(d)~~] "Kentucky Teacher Internship Program Teacher Performance Assessment Handbook  
13 [~~Pilot Project Teacher Work Sample Guide~~]", June 2006 [~~August 2005~~] edition"; and

14 (d) [~~(e) "KTIP Pilot Project Intern Performance Record, August 2005 edition"; and~~

15 ~~(f)~~] IECE Observation Instrument", January 2005 edition.

16 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,  
17 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,  
18 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.



**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item C**

**Action Item:**

Northern Kentucky University – Master of Arts in Liberal Studies (Rank II and Rank I)

**Applicable Statutes and Regulation:**

KRS 161.028; KRS 161.030  
16 KAR 5:010; 16 KAR 8:020; 16 KAR 8:010

**Applicable Goal:**

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

**Issue:**

Should the EPSB approve the following educator preparation program addition?

**NORTHERN KENTUCKY UNIVERSITY**

**9.0 CONTINUING EDUCATION**

Master of Arts in Liberal Studies (Rank II and Rank I)

**Background:**

KRS 161.028 and KRS 161.030 provides for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation evaluated program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set out by the EPSB. An Executive Summary of the program is attached.

**Groups/Persons Consulted:**

Reading Committee

**Alternative Actions:**

1. Approve the proposed educator preparation program addition
2. Do not approve the proposed educator preparation program addition

**Staff Recommendation:**

Alternative 1

**Rationale:**

The proposed educator preparation program addition meets the performance-based program requirements as established by the EPSB.

**Contact Person:**

## Agenda Book

Dr. Marilyn K. Troupe, Director  
Division of Educator Preparation  
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**Executive Director**

**Date:**  
June 12, 2006

**Executive Summary**  
**Master of Arts in Liberal Studies Graduate Program**  
**Northern Kentucky University**

**Theme of the unit:** This 33-hour graduate program is based on similar national programs offered by a broad range of institutions from Stanford and Northwestern Universities, to Hamline University and Skidmore College. Approved by the Kentucky CPE, it began in August 2004. Teachers seeking rank change and Masters Degree credentials can design a program to enhance or expand their current certification. With the aid of an advisor in the Master of Arts in Liberal Studies (MALS) program and the approval of the College of Education and Human Services, teachers with current certification design a program that contains 27 hours of graduate level coursework, and a 6-hour thesis or project. Six to nine hours of the program are devoted to existing graduate level education courses; up to fifteen hours may be allocated to a single discipline in arts and sciences. Coursework in ancillary disciplines make up the remainder of the program of study. The thrust of liberal studies programs nationally is the integration and broadening of traditional discipline-based studies.

**Continuous Assessment Plan:** Unit, program, and candidate evaluation is assured through the Master of Arts in Liberal Studies Advisory Board. This committee coordinates an evaluation plan that systematically uses both internal and external assessments. A thesis committee consisting of three graduate faculty works with each teacher candidate, monitoring progress, providing feedback during 6 hour, 15 hour and 24 hour checkpoints, and evaluating the final thesis/project. NKU has become an Associate Member of the Association for Graduate Liberal Studies Programs (AGLSP) to obtain guidance on curricular matters and as a resource for external audits.

**EPSB Themes:** The unit recognizes the significance of the EPSB themes. Those explicitly addressed by the MALS programs for teachers include diversity, Code of Ethics, collaboration, literacy education, technology, and leadership. Teacher candidates gain relevant understanding of these themes throughout the program.

**Unique Program Features:** The MALS graduate program at NKU aligns with many national liberal studies programs. These programs are always interdisciplinary in structure, helping graduate students to make broad global connections in their understanding of the problems, questions, and issues that direct their specific research agenda.

**Rationale for the Program:** The MALS graduate program will enhance the knowledge base of teachers in their primary subject area, and allow them to expand their knowledge in other disciplines directly related. The program will contribute to the development of professional skills and dispositions that are essential to the work of teachers and education leaders.





**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item C**

**Action Item:**

Asbury College – English as a Second Language P-12 (Graduate Level), Learning and Behavior Disorders P-12 (Bachelor’s Level), Learning and Behavior Disorders Endorsement 8-12 (Bachelor’s Level), and Reading and Writing Endorsement P-12 (Graduate Level)

**Applicable Statutes and Regulation:**

KRS 161.028; KRS 161.030  
16 KAR 5:010

**Applicable Goal:**

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

**Issue:**

Should the EPSB approve the following educator preparation program additions?

**ASBURY COLLEGE**

**8.0 ENDORSEMENTS**

Learning and Behavior Disorders Grades P-12 (Bachelor’s Level)  
Learning and Behavior Disorders Grades 8-12 (Bachelor’s Level)  
Reading and Writing Endorsement Grades P-12 (Graduate Level)

**9.0 CONTINUING EDUCATION**

English as a Second Language Grades P-12 (Graduate Level)

**Background:**

KRS 161.028 and KRS 161.030 provides for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation evaluated program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. These program proposals meet all the requirements set out by the EPSB. Executive Summaries of the programs are attached.

**Groups/Persons Consulted:**

Content Area Program Review Committee  
Continuous Assessment Review Committee  
Reading Committee

**Alternative Actions:**

1. Approve the proposed educator preparation program additions
2. Do not approve the proposed educator preparation program additions

**Staff Recommendation:**

Alternative 1

**Rationale:**

The proposed educator preparation program additions meet the performance-based program requirements as established by the EPSB.

**Contact Person:**

Dr. Marilyn K. Troupe, Director  
Division of Educator Preparation  
(502) 564-4606  
E-mail: marilyn.troupe@ky.gov

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**Executive Director**

**Date:**

June 12, 2006



*Facilitators of Student Success and Professional Community*

**Executive Summary**

**RESTRICTED-BASE CERTIFICATE**

**English as a Second Language P-12**

In order to meet the critical supply issues for educators in English as a Second Language, Asbury College is requesting approval for a restricted-base program in English as a Second Language P-12. This program is a MA in Education for candidates who will already hold another type of certification. Although this is a stand-alone single certificate, we only plan to offer this as at the graduate level as an additional certificate. As with all of our programs, the classroom and field experiences in this 31-32 credit hour program are guided by the graduate education unit's theme of preparing *Facilitators of Student Success and Professional Community* and aligned to the Kentucky Experienced Teacher Standards (I-X), as well as to Asbury's unique standard addressing teacher dispositions (XI).

The program is designed for the working professional with creative intensive workshops and focused instructional modules. The curriculum is tailored to accommodate the needs of non-traditional candidates who are delivering instruction while engaged in training. A strong research component supports instruction for authentic classroom delivery. Several classes use web-enhanced delivery systems. Instructional methods used throughout the curriculum include collaborative group activities, class discussion, instructional videos, power point presentations, guest speakers, student presentations, web site resources, instructional lessons, case study formats, work sample methodologies, and related field components. The potential exists for candidates to complete the degree in two years.

The Graduate Program Continuous Assessment Model, a two-level gating procedure, serves as the mechanism for evaluating candidates' competence levels compared to the prescribed performance standards of the Kentucky Experienced Teacher Standards for Preparation and Certification. All courses, portfolio products, and additional performance tasks are linked to standards identifying what effective experienced professionals should know and be able to do at the conclusion of their advanced training. After completing 12-15 credit hours, the candidates must then apply to their specific program of studies (Gate V). The exit requirements include a portfolio and a presentation of the candidate's action research project (Gate VI). These assessment procedures incorporate external (public school partners) and internal (college faculty in education) raters and solicit program improvement feedback from these stakeholders. Upon admission to the graduate program, candidates are required to sign off on the Code of Ethics. During a required graduate program orientation seminar, all candidates are instructed concerning the intent of Asbury's teacher dispositions. As they progress through the program, they reflect on and provide evidence addressing their dispositional growth at Gates V and VI.

Our well-qualified faculty in both education and the arts and sciences, all of whom hold terminal degrees, have unanimously approved the development of this program and are committed to working with graduate candidates to ensure appropriate support in achieving their educational goals.

For the past five years, the institution has been enjoying the new Kinlaw Library, a facility providing excellent quality resources, including a valuable book collection and 870 ports to access resources from around the world. Candidates are provided instruction so they may access these resources on-line. The majority of our classes meet in classrooms providing a rich array of technological capabilities.

We have exceptional opportunities to serve our constituency by preparing quality educators to service our ESL classrooms.



**Executive Summary**  
**LBD Program (Grades P-12) (Bachelor's level)**

**Program Description:**

The goal of the undergraduate LBD Program is to produce new teachers who exemplify moral excellence and are highly qualified in broad general content knowledge and knowledge of developmentally appropriate, evidence-based pedagogy and materials to positively impact the learning of special needs students P-5. Therefore, all classroom and clinical experiences in this 18 hour initial certification option for elementary and middle school majors are guided by the education unit's theme of preparing *Facilitators of Student Success* and aligned to the Kentucky Teacher Standards, including the proposed leadership standard (I-X), as well as to Asbury's unique standard addressing teacher dispositions (XI).

**Continuous Assessment:**

The growth of the LBD candidates is assessed according to the unit's continuous assessment program comprised of four gates, including the collection of portfolio and interview data guided by the teacher performance standards (I-XI). Specifically, elementary education candidates are assessed prior to program entry as part of the *Introduction to Education* course practicum (Gate I), upon application for the program (Gate II), prior to student teaching (Gate III), and upon exit from the program at the conclusion of student teaching (Gate IV). These assessment procedures incorporate external (public school partners) and internal (college faculty in arts and sciences and education) raters and solicit program improvement feedback from these stakeholders. Follow up surveys of our graduates (years 1 and 3) and their employers (year 1) provide further data for program refinement.

**KERA Initiatives:**

As special educators, all LBD candidates need to have broad content and pedagogical knowledge appropriate to their certification. Therefore, all KERA goals and initiatives (academic expectations, Program of Studies, core content) are integrated into their professional course work, including performance tasks, in-class experiences, exams, and related clinical experiences. Program Review Document Learning Behavior Disorder P-12 Page 4 Asbury College

**ESPB Themes:**

The unit collaborates with the arts and sciences faculty to address all of the ESPB themes through courses required in the arts and sciences as well as the candidate's professional core.

**Unique Program Features:**

In addition to the alignment of professional courses (content and requirements) with the KERA initiatives, unit faculty aligns course content and syllabi to the relevant SPA standards. A unique feature of the LBD program is that the candidate gains certification as an elementary educator thus ensuring a broad content knowledge meeting the highly qualified criterion. Another feature that sets this program apart is the sequencing of the extensive field component such that their 54-hour methods practicum follows their practicum that is linked to their exceptional learner course. This feature creates time in candidate schedules for an intensive field experience incorporating the full school day. It also allows the two faculty instructors to team teach common course topics (e.g. unit and lesson planning, assessment), require common performance tasks, incorporate a service learning component, and coordinate supervision in the schools. Similarly to all education LBD candidates, provide evidence of their understanding and growth in the five Asbury teacher dispositions.

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### **Rationale for the Program:**

The LBD program, fulfilling a widespread shortage of special educators prepares caring and competent new professionals for the learners in classrooms across Kentucky, nationwide, and around the world.

### **Code of Ethics:**

The code of ethics is integrated throughout the LBD program at three points: prior to program entry, midway through the program, and at program completion. It is also assessed at gates II, III, and IV. The code of ethics is further under girded by Asbury's teacher dispositions, which are assessed at every gate (I-IV).



*Facilitators of Student Success*

**Learning and Behavior disorders Grades 8-12 Endorsement (Bachelor's Level)**

**Dual certification with Secondary Education**

**Executive Summary**

**Program Description:**

The goal of the undergraduate LBD Program is to produce new teachers who exemplify moral excellence and are highly qualified in broad general content knowledge and knowledge of developmentally appropriate, evidence-based pedagogy and materials to positively impact the learning of special needs students 8-12. Therefore, all classroom and clinical experiences in this 15 hour initial endorsement certification option for secondary majors are guided by the education unit's theme of preparing *facilitators of student success* and aligned to the Kentucky Teacher Standards, including the proposed leadership standard (I-X), as well as to Asbury's unique standard addressing teacher dispositions (XI).

**Continuous Assessment:**

The growth of the LBD candidates is assessed according to the unit's continuous assessment program comprised of four gates, including the collection of portfolio and interview data guided by the teacher performance standards (I-XI). Specifically, elementary education candidates are assessed prior to program entry as part of the *Introduction to Education* course practicum (Gate I), upon application for the program (Gate II), prior to student teaching (Gate III), and upon exit from the program at the conclusion of student teaching (Gate IV). These assessment procedures incorporate external (public school partners) and internal (college faculty in arts and sciences and education) raters and solicit program improvement feedback from these stakeholders. Follow up surveys of our graduates (years 1 and 3) and their employers (year 1) provide further data for program refinement.

**KERA Initiatives:**

As special educators, all LBD candidates need to have broad content and pedagogical knowledge appropriate to their certification. Therefore, all KERA goals and initiatives (academic expectations, Program of Studies, core content) are integrated into their professional course work, including performance tasks, in-class experiences, exams, and related clinical experiences.

**ESPB Themes:**

The unit collaborates with the arts and sciences faculty to address all of the EPSB themes through courses required in the arts and sciences as well as the candidate's professional core.

**Unique Program Features:**

In addition to the alignment of professional courses (content and requirements) with the KERA initiatives, unit faculty aligns course content and syllabi to the relevant SPA standards. **A unique feature of the LBD program is that the candidate gains certification as an secondary educator thus ensuring a broad content knowledge meeting the highly qualified criterion.** Another feature that sets this program apart is the sequencing of the extensive field component such that their 40-hour methods practicum follows their practicum that is linked to their exceptional learner course. This feature creates time in candidate schedules for an intensive field experience. It also allows the two faculty instructors to team teach common course topics (e.g. unit and lesson planning, assessment), require common performance tasks, incorporate a service learning component, and coordinate supervision in the schools. Similarly, all education LBD candidates provide evidence of their understanding and growth in the five Asbury teacher dispositions that support Standard XI (Asbury's disposition standard).

**Rationale for the Program:**

The LBD program, fulfilling a widespread shortage of special educators prepares caring and competent new professionals for the learners in classrooms across Kentucky, nationwide, and around the world.

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### **Code of Ethics:**

The code of ethics is integrated throughout the LBD program at three points: prior to program entry, midway through the program, and at program completion. It is also assessed at gates II, III, and IV. The code of ethics is further undergirded by Asbury's teacher dispositions, which are assessed at every gate (I-IV).

**Asbury College**  
**Executive Summary**  
**Reading/Writing Endorsement Grades P-12 (Master of Arts)**

**Program Description:**

The graduate Reading/Writing (P-12) Endorsement qualifies credentialed teachers completing requirements for a Master of Arts degree to serve as reading/writing specialists/coaches for schools at elementary, middle school, or secondary levels. From course work in literacy materials, instruction, and assessment to related clinical experiences, the professional educator is equipped to positively impact the literacy growth of all learners, P-12. Therefore, all classroom and field experiences in this 21 hour endorsement are guided by the graduate education unit's theme of preparing *facilitators of student success and professional community* and aligned to the Kentucky Experienced Teacher Standards (I-X), as well as to Asbury's unique standard addressing teacher dispositions (XI).

**Continuous Assessment:**

As is the case for all candidates in graduate programs, the growth of Reading/Writing Endorsement candidates is assessed according to the unit's continuous assessment program comprised of two gates, including the collection of portfolio and culminating action research presentation data guided by the teacher performance standards (I-XI). After program admission, Reading/Writing Endorsement candidates are assessed prior to formal approval for their specific program of studies (Gate V) and upon completion of degree requirements on the occasion of their presentation of their action research project (Gate VI). These assessment procedures incorporate external (public school partners) and internal (college faculty in education) raters and solicit program improvement feedback from these stakeholders.

**KERA Initiatives:**

As professional educators, candidates for the Reading/Writing Endorsement continue to address in their graduate course experiences all KERA goals and initiatives (academic expectations, Program of Studies, core content) related to literacy P-12.

**ESPB Themes:**

All courses required for the Reading/Writing Endorsement program address the EPSB themes of *Diversity* and *Literacy Education*. Some courses also address *Technology* and *Collaboration*.

**Unique Program Features:**

While this program provides all candidates with an in-depth understanding and application of evidence-based literacy materials and practices P-12, through their *Professional Development Seminar* (RDG 640) candidates will also individualize their graduate studies by engaging in professional development experiences based on their unique needs. This program requires application of work sample methodology in the clinical literacy assessment and interventions practica supervised in Asbury's Reading Clinic by graduate program faculty. In professional course work as well as clinical practica, Reading/Writing Endorsement candidates provide evidence of their understanding and growth in the five Asbury teacher dispositions.

**Rationale for the Program:**

As a result of current legislative mandates at federal and state levels regarding literacy expectations for learners P-12 and an increasing emphasis on communication skills in the workplace, the need for literacy specialists in schools is greater than ever. Therefore, this endorsement program seeks to fill this need.

**Code of Ethics:**

Upon admission to the graduate program, candidates are required to sign off on the Code of Ethics. During a required graduate program orientation seminar, all candidates are instructed concerning Asbury's teacher dispositions. As they progress through the program, they reflect on and provide evidence addressing their dispositional growth at Gates V and VI.



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item D**

**Action Item:**

2006-2007 National Board for Professional Teaching Standards Mentoring Services

**Applicable Statutes and Regulation:**

KRS 161.132; KRS 161.133; KRS 161.134  
16 KAR 1:040

**Applicable Goal:**

Goal V: Every teacher and administrator shall maintain the standards of the profession.

**Issue:**

Should the Education Professional Standards Board (EPSB) approve contracts for mentoring services for 2006-2007 candidates pursuing National Board Certification?

**Background:**

KRS 161.134 provides for mentoring programs utilizing National Board Certified teachers. The statute further directs EPSB to establish guidelines for submission and approval of such programs, which EPSB has done via administrative regulation 16 KAR 1:040. The regulation establishes a proposal process for application submission that was conducted in accordance with the regulation.

The 2006-2007 NBPTS Mentoring Program Summary contains specific information related to contracts with education cooperatives and districts for NBPTS mentoring services. A request for Proposal was published by the EPSB on May 22 which stipulated that proposals are to be submitted within seven days. The NBPTS Mentoring Program Summary will be mailed to Board members as soon as possible after the close of the proposal period.

**Alternative Actions:**

1. Approve, the proposed contracts for NBPTS mentoring programs.
2. Do not approve the proposed contracts for NBPTS mentoring programs.

**Staff Recommendation:**

Alternative 1

**Rationale:**

EPSB adopted 16 KAR 1:040 delineating the requirements for submission and approval of mentoring programs led by National Board Certified teachers. The programs recommended by staff for funding adhere to the program selection criteria. The enclosed proposals can and, if needed, will be modified within the constraints of the FY07 budget. Proposal modifications may also be necessary to facilitate the greatest distribution of candidates

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throughout the Commonwealth and to utilize technology to mentor candidates outside their geographic region, thereby maximizing the limited monies available.

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**Executive Director**

**Date:**

June 12, 2006

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### 16 KAR 1:040. Teachers' National Certification Incentive Trust Fund.

RELATES TO: KRS 157.395, 161.131, 161.132, 161.133, 161.134

STATUTORY AUTHORITY: KRS 161.133(3), 161.134(3)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.133 establishes the Teachers' National Certification Incentive Trust Fund. KRS 161.133(3) requires the Education Professional Standards Board to promulgate an administrative regulation to establish procedures for the administration of the fund and the requirements for participating teachers and local boards of education. KRS 161.134(3) requires the Education Professional Standards Board to promulgate an administrative regulation to establish the parameters for mentoring programs utilizing national board certified teachers. This administrative regulation establishes participation requirements and payment procedures relating to this fund.

Section 1. Definitions. (1) "Advanced candidate" means a candidate enrolled in the incentive program who has failed to successfully complete the assessments for national board certification during the first year of enrollment.

(2) "Assessment" means the certification requirements established by the National Board for Professional Teaching Standards.

(3) "Candidate" means a Kentucky teacher who has successfully registered with the National Board for Professional Teaching Standards to complete the assessments in a given application period.

(4) "Cohort" means a group of school districts, collaborating districts, or educational cooperatives.

(5) "Incentive Program" means the Teachers' National Certification Incentive Trust Fund established under the provisions of KRS 161.133.

Section 2. (1) To apply to receive payments from the incentive program, a Kentucky teacher shall register with the National Board for Professional Teaching Standards by January 31 of the calendar year for which the teacher is seeking payment.

(2) Upon receipt of notification of enrollment from the National Board for Professional Teaching Standards, the Education Professional Standards Board shall send the candidate written confirmation of enrollment in the Teacher's National Certification Incentive Trust Fund and a Statement of Intent Form.

(3) The candidate shall provide the following information on the Statement of Intent Form:

(a) The signature of the district superintendent;

(b) The candidate's actual out-of-pocket expenses toward the certification fee; and

(c) Information about each third-party payment made on behalf of the teacher toward the certification fee by a local school district, the Candidate Subsidy Program offered by the National Board for Professional Teacher Standards, or other educational or noneducational entity.

(4) The candidate shall return the completed Statement of Intent Form to the Education Professional Standards Board within thirty (30) calendar days.

(5) The Education Professional Standards Board shall indicate the return due date for each Statement of Intent Form mailed to a candidate.

(6) A candidate that fails to return the completed Statement of Intent Form by the indicated due date shall not be eligible for incentive program funds in the current fiscal year.

Section 3. (1) A candidate enrolled for participation in the incentive program under Section 2 of this administrative regulation shall submit the required portfolio to the National Board for Professional Teaching Standards by the required due date established by the National Board.

(2) By June 1, the Education Professional Standards Board shall notify the candidate of the amount of payment to be made under this administrative regulation.

Section 4. (1) After the candidate submits the portfolio, the Education Professional Standards Board shall send the superintendent a payment voucher, Form NBC-2. The superintendent, on behalf of the local board of education, shall submit Form NBC-2 for

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reimbursement for substitute teachers employed to allow up to five (5) days of released time for the teacher pursuing national board certification who has been enrolled for participation in the incentive program under Section 2 of this administrative regulation.

(2) The superintendent shall submit payment voucher Form NBC-2 by June 15 following the school year in which the released time was used by the teacher pursuing national board certification.

(3) The teacher pursuing national board certification shall adhere to the local board of education policy or procedure for the procurement of substitute teachers.

Section 5. (1) A candidate who does not successfully complete the certification process of the National Board for Professional Teaching Standards in the first year may choose to bank the scores and retake the assessment or a portion of the assessment in a subsequent year.

(2) An advanced candidate who is banking scores or retaking the assessment shall:

(a) Complete the registration process established in Section 2 of this administrative regulation; and

(b) Submit the written documentation established in Section 3(1) of this administrative regulation.

(3)(a) The employing school district of an advanced candidate who is banking scores or retaking the assessment may request reimbursement for compensation of substitute teachers employed to allow released time for the advanced candidate pursuing national board certification.

(b) The total reimbursement for released time shall not exceed five (5) days for the two (2) year period.

(c) Upon notification of receipt of the portfolio by the National Board for Professional Teaching Standards, the Education Professional Standards Board shall mail the advanced candidate Form NBC-2 indicating the number of reimbursable released days available to the candidate in the second year. A copy of Form NBC-2 shall be sent to the employing school district.

(d) Form NBC-2 shall be returned by the superintendent, on behalf of the employing local board of education, to the Education Professional Standards Board by June 15 following the school year in which the advanced candidate pursuing national board certification used the released time.

Section 6. (1) Upon receipt of confirmation of the successful completion of national board certification from the National Board for Professional Teaching Standards, the Education Professional Standards Board shall issue reimbursement for actual out-of-pocket expenses up to seventy-five (75) percent of the initial certification fee.

(2) The Education Professional Standards Board shall not reimburse a teacher for any fees associated with banking scores or retaking the assessment.

(3) Based upon funding from the Kentucky General Assembly, the Education Professional Standards Board may limit candidate participation and payments to advanced candidates. All allocated funds that are not expended in the current fiscal year shall be deposited into the incentive trust fund for use by candidates in succeeding fiscal years.

(4) The Education Professional Standards Board shall only authorize payment for which other funds, other than a repayable loan, have not been received.

(5) If sufficient funds are not available to fully fund all of the payments to all candidates in a given year under Sections 3 and 4 of this administrative regulation, the Education Professional Standards Board shall prorate the specific types of payments to ensure that all candidates enrolled in the incentive program in a given year are benefited equally. In prorating the payments to incentive program participants, the Education Professional Standards Board shall prioritize payments to all candidates in the following manner:

(a) Reimbursement of up to seventy-five (75) percent of the national board certification fee paid by candidates or advanced candidates enrolled in the trust fund shall be the first priority.

(b) Reimbursement to the district for substitute teachers used to provide up to five (5) days of released time for the candidate shall be the second priority.

(c) Payment to candidates of the \$200 per day for two (2) days shall be the third priority.

(d) Reimbursement to the district for substitute teachers used to provide released time for advanced candidates shall be the fourth priority.

(e) Payment to advanced candidates of the \$200 per day for two (2) days shall be the final priority.

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(6) If there is insufficient funding, the Education Professional Standards Board shall, taking into consideration the priorities established under subsection (5) of this section, pay only as much of the payments under subsection (5)(b) of this section as funds will allow, before paying any payments under subsection (5)(c), (d), or (e) of this section.

Section 7. (1) A local school district or cohort may submit a proposal to the Education Professional Standards Board for a stipend for a national board certified teacher who serves as a mentor to candidates.

(2) The proposal shall be submitted on or before June 1 preceding the school year in which the mentoring will occur.

(3) The proposal shall be reviewed by the Education Professional Standards Board based upon adherence with the information contained within the request for proposals and the following documented components:

(a) Evidence of cooperation with the applicable school-based decision making councils;

(b) Identification of each teacher the national board certified teacher will be mentoring;

(c) The length and structure of the mentoring program;

(d) The goals and objectives of the mentoring program;

(e) The mentoring program's impact on student learning;

(f) The mentoring program's effect on teacher participants' professional growth and development; and

(g) The stipend amount requested for the national board certified teacher serving as the mentor.

(4) A school district or cohort mentoring program approved by the Education Professional Standards Board shall submit a summary at the conclusion of the program detailing how the components identified in subsection (3) of this section were addressed and listing the mentoring program's accomplishments.

(5)(a) A national board-certified teacher who serves as a mentor in a program approved under this section of this administrative regulation shall receive a stipend of \$500 for each teacher the national board-certified teacher is mentoring.

(b) A cohort model mentoring program may request additional funds to support the cohort and its activities.

(c) The Education Professional Standards Board shall not use more than twenty-five (25) percent of the allotment from the General Assembly to cover the cost of mentoring.

(6) A national board-certified teacher who is teaching full time shall not mentor more than six (6) teachers pursuing national board certification in a school year.

Section 8. (1) Payments made from this fund under the requirements of this administrative regulation shall be disbursed directly to the local school district in which the teacher pursuing national board certification is employed or to the fiscal agent of a cohort model.

(2) The local school district or the fiscal agent of a cohort model shall be responsible for deducting any relevant withholdings prior to disbursing the funds to the teacher.

(3) The local school district shall be responsible for the salary supplement established in KRS 157.395 for a teacher obtaining national board certification.

Section 9. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) Statement of Intent Form, revised 9/2003; and

(b) Form NBC-2, revised 9/2003;.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (27 Ky.R. 1120; Am. 1478; eff. 12-21-2000; 28 Ky.R. 150; eff. 9-5-01; Recodified from 704 KAR 20:750, 7-2-02; 30 Ky.R. 370; 842; eff. 10-31-03.)



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item, Waiver A**

**Action Item:**

Request by Ms. Janel Hummel to waive the regulation 16 KAR 6:010 pertaining to Praxis II Principles of Learning and Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014).

**Applicable Statute and Regulation:**

KRS 161.028; KRS 161.030  
16 KAR 6:010

**Applicable Goal:**

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

**Issue:**

Should the Education Professional Standards Board waive the regulation pertaining to the Kentucky assessment requirements for Elementary (P-5) certification in lieu of the Florida Teacher Certification Examinations (FTCE): Subject Area Examination (SAE) Elementary Education K-6, Professional Education Test, and Math, Reading, English, & Essays General Knowledge Tests?

**Background:**

Janel Hummel is seeking Elementary (P-5) certification. She has completed and passed the following tests.

<b>Test</b>	<b>Test Date</b>	<b>Results</b>
FTCE SAE Elementary K-6	07-26-03	Passed
FTCE Professional Education Test	04-19-03	Passed
FTCE Math, Reading, English & Essays General Knowledge Tests	03-1990	Passed

Kentucky requires the following Praxis II tests for Elementary (P-5) certification:

- Principles of Learning & Teaching: Grades K-6 (0522)
- Elementary Education: Content Knowledge (0014)

The results of staff's review of the test specifications are provided below.

1. FTCE SAE Elementary K-6 was developed to measure elementary content knowledge of prospective teachers. It is a multiple choice item test consisting of five sections: Language Arts, Social Science, Physical Education, Health, Music & Visual Arts, Mathematics, and Science & Technology.

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2. FTCE Professional Education Test is a multiple-choice item test for candidates of a professional teaching certificate. The test consists of approximately 120 items which measure general knowledge of pedagogy and professional practices.
3. There were no test specifications provided for the FTCE Math, Reading, English & Essays General Knowledge test; therefore, a review of this test could not be performed.

### **Alternative Action:**

1. Do not waive Principles of Learning and Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) and do not accept FTCE Professional Education Test and FTCE SAE Elementary K-6 in lieu thereof.
2. Waive Principles of Learning and Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) and accept FTCE Professional Education Test and FTCE SAE Elementary K-6 in lieu thereof.

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

Based upon the FTCE Test specifications, SAE Elementary K-6 and Professional Education Tests contain similar categories to those of (0522) and (0014), but there is no evidence of the same content detail within each category.

There were no test specifications provided for the FTCE Math, Reading, English & Essays General Knowledge test; therefore, a review of this test could not be performed.

### **Contact Person:**

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**Executive Director**

### **Date:**

June 12, 2006



## 16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

(a) Middle School Mathematics (0069) - 148;

(b) Middle School Science (0439) - 139;

(c) Middle School English Language Arts (0049) - 160; or

(d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

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1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Special Education: Teaching Students with Mental Retardation (0321) - 146;

(d) Hearing impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;

2. Education of Deaf and Hard of Hearing Students (0271) - 167; and

3. One (1) of the following tests with a passing score of "Intermediate Level":

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the specialty tests corresponding to the applicant's specialty with the passing scores identified in this subsection:

(a) Biology:

1. From January 24, 2005 through August 31, 2005:

a. (i) Biology: Content Knowledge Part 1 (0231) - 156; and

(ii) Biology: Content Essays (0233) - 141; or

b. Biology: Content Knowledge (0235)-146; or

2. Beginning September 1, 2005, Biology: Content Knowledge (0235) - 146;

(b) Chemistry:

1. From January 24, 2005 through August 31, 2005:

a. (i) General Science: Content Knowledge Part 2 (0432) - 146; and

(ii) Chemistry: Content Knowledge (0241) - 138; or

b. Chemistry: Content Knowledge (0245) - 147; or

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2. Beginning September 1, 2005, Chemistry: Content Knowledge (0245) - 147;

(c) English:

1. English Language and Literature: Content Knowledge (0041) - 160; and

2. English Language, Literature and Composition Essays (0042) - 155;

(d) Social Studies:

1. Social Studies: Content Knowledge (0081) - 151; and

2. Social Studies: Interpretation of Materials (0083) - 160;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and

2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics:

1. From January 24, 2005, through August 31, 2005:

a. (i) General Science: Content Knowledge, Part 2 (0432) - 146; and

(ii) Physics: Content Knowledge (0261) - 114; or

b. Physics: Content Knowledge (0265) - 133; or

2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133

(g) Earth science:

1. From January 24, 2005, through August 31, 2005:

a. General Science: Content Knowledge, Part 2 (0432) - 146; and

b. Earth Science: Content Knowledge (0571) - 145; or

2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.

(6) An applicant for certification in all grades in the following specialty areas shall take the specialty test or tests with the passing scores as identified in this subsection.

(a) Art:

1. Art Content Knowledge (0133) - 161; and

2. Art Making (0131) - 154;

(b) French:

French: Content Knowledge (0173) - 159;

(c) German: German: Content Knowledge (0181) - 157;

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(d) Health: Health Education (0550) - 630;

(e) Latin: Latin (0600) - 700;

(f) Integrated music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(g) Vocal music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(h) Instrumental music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(i) Physical education:

1. Physical Education: Content Knowledge (0091) - 147; and

2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;

(j) Spanish:

Spanish Content Knowledge (0191) - 160;

(k) School Media Librarian: Library Media Specialist (0310) - 640; or

(l) School Psychologist: NTE Specialty Area Examination - 630.

(7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:

(a) Agriculture: Agriculture (0700) - 520;

(b) Business and Marketing Education - Business Education (0100) - 600;

(c) Family and Consumer Sciences - Home Economics Education (0120) - 600;

(d) Technology Education - Technology Education (0050) - 600; or

(e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.

(8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

(a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;

(b) Speech/Media Communications: Speech Communication (0220) - 580; or

(c) Theater: Theatre (0640) - 630.

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(9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

(a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or

(b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new teacher applicant beginning September 1, 2003. If an individual is seeking additional certification in any area, the applicant need only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The specialty area tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a specialty area (e.g., art, music, etc.) shall take either:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:

(a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(7) An applicant for a restricted base certificate shall take one (1) of the following pedagogy tests corresponding to the grade range of the specific restricted base certificate:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

Section 4. Assessment Recency. (1) A passing score on a test established in this administrative regulation and completed on or after January 1, 2002 shall be valid for the purpose of applying for certification for five (5) years from the test administration date.

(2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established in this administrative regulation shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.

(3) The test administration date shall be established by the Educational Testing Service or other authorized test administrator.

Section 5. (1) An applicant for initial certification shall take the assessments on a date established by:



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item, Waiver B**

**Action Item:**

Request by Ms. Jennifer Rolling to waive the regulation 16 KAR 6:010 pertaining to Praxis II Principles of Learning and Teaching: Grades K-6 (0522), Elementary Education: Content Knowledge (0014), and the Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test (IECE).

**Applicable Statute and Regulation:**

KRS 161.028; KRS 161.030  
16 KAR 6:010

**Applicable Goal:**

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

**Issue:**

Should the Education Professional Standards Board waive 16 KAR 6:010 pertaining to the Kentucky assessment requirements for Early Childhood (B-P) and Elementary (P-5) certification in lieu of the Michigan Tests for Teacher Certification (MTTC): Early Childhood (82), Elementary Education (83), Science (16), and Physical Education (44)?

**Background:**

Jennifer Rolling is seeking Early Childhood (B-P) certification. She has completed and passed the following tests.

Test	Test Date	Results
MTTC Early Childhood (82)	01-08-05	235 Pass
MTTC Elementary Education (83)	10-16-04	237 Pass
MTTC Science (16)	01-08-05	227 Pass

Kentucky requires the Kentucky IECE: Birth to Primary test for certification.

Kentucky requires the following Praxis II tests for Elementary (P-5) certification:

- Principles of Learning & Teaching: Grades K-6 (0522)
- Elementary Education: Content Knowledge (0014)

The results of staff's review of the test specifications are provided below.

1. The MTTC are criterion referenced tests developed to assess the subject-knowledge of an entry-level teacher. The tests were developed using Michigan curriculum guides and Michigan teacher education and certification standards. The MTTC was validated by

## Agenda Book

currently practicing Michigan teachers and field tested in Michigan. Each subject-area test consists of approximately 100 multiple choice questions and candidates are provided with four and one half hours to complete each test.

2. The MTTC Early Childhood (82) includes the following content categories: child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; and professionalism and program leadership.
3. The MTTC Elementary Education (83) includes Language Arts, Mathematics, Social Studies, Science, The Arts, and Health and Physical Education.
4. The MTTC Science (16) includes the following subareas: constructing new scientific knowledge, reflecting on scientific knowledge, using knowledge of life science, physical science, and earth & space science.

### **Alternative Action:**

1. Waive the Elementary Education: Content Knowledge (0014) and accept the MTTC Elementary Education (83) and Science (16) tests in lieu thereof, but do not waive the IECE and the Principles of Learning and Teaching: Grades K-6 and do not accept the MTTC Early Childhood (82) or the MTTC Elementary Education (83) in lieu thereof.
2. Do not waive the Elementary Education: Content Knowledge (0014), the IECE test, and the Principles of Learning and Teaching: Grades K-6 and do not accept the MTTC Elementary Education (83) and Science (16) tests, the MTTC Early Childhood (82), or the MTTC Elementary Education (83) in lieu thereof.

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

Based upon the MTTC specifications, the Elementary (83) test includes the same (and additional) content categories as the Praxis II Elementary Education: Content Knowledge (0014). Although the percentage of questions within each category is not identical, the content covered appears to be adequate for assessing a beginning elementary teacher's knowledge of Kentucky's core content areas.

Based upon the MTTC specifications, the Science (16) test provides additional evidence that Ms. Rolling has demonstrated subject-matter competency in the area of science.

Based upon the MTTC specifications, the Early Childhood (82) test includes the birth to primary age, extending a few years beyond Kentucky's program; however, there is not enough evidence that the test adequately assesses a prospective teacher's knowledge of general early childhood special education issues. In addition, the test does not include questions regarding Kentucky's agencies and corresponding rules for education of young children, particularly in the area of special education.

No evidence of pedagogical skills was evident in the review of the Michigan tests.



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**Executive Director**

**Date:**

June 12, 2006

## Agenda Book

### 16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

(a) Middle School Mathematics (0069) - 148;

(b) Middle School Science (0439) - 139;

(c) Middle School English Language Arts (0049) - 160; or

(d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

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1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Special Education: Teaching Students with Mental Retardation (0321) - 146;

(d) Hearing impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;

2. Education of Deaf and Hard of Hearing Students (0271) - 167; and

3. One (1) of the following tests with a passing score of "Intermediate Level":

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the specialty tests corresponding to the applicant's specialty with the passing scores identified in this subsection:

(a) Biology:

1. From January 24, 2005 through August 31, 2005:

a. (i) Biology: Content Knowledge Part 1 (0231) - 156; and

(ii) Biology: Content Essays (0233) - 141; or

b. Biology: Content Knowledge (0235)-146; or

2. Beginning September 1, 2005, Biology: Content Knowledge (0235) - 146;

(b) Chemistry:

1. From January 24, 2005 through August 31, 2005:

a. (i) General Science: Content Knowledge Part 2 (0432) - 146; and

(ii) Chemistry: Content Knowledge (0241) - 138; or

## Agenda Book

b. Chemistry: Content Knowledge (0245) - 147; or

2. Beginning September 1, 2005, Chemistry: Content Knowledge (0245) - 147;

(c) English:

1. English Language and Literature: Content Knowledge (0041) - 160; and

2. English Language, Literature and Composition Essays (0042) - 155;

(d) Social Studies:

1. Social Studies: Content Knowledge (0081) - 151; and

2. Social Studies: Interpretation of Materials (0083) - 160;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and

2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics:

1. From January 24, 2005, through August 31, 2005:

a. (i) General Science: Content Knowledge, Part 2 (0432) - 146; and

(ii) Physics: Content Knowledge (0261) - 114; or

b. Physics: Content Knowledge (0265) - 133; or

2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133

(g) Earth science:

1. From January 24, 2005, through August 31, 2005:

a. General Science: Content Knowledge, Part 2 (0432) - 146; and

b. Earth Science: Content Knowledge (0571) - 145; or

2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.

(6) An applicant for certification in all grades in the following specialty areas shall take the specialty test or tests with the passing scores as identified in this subsection.

(a) Art:

1. Art Content Knowledge (0133) - 161; and

2. Art Making (0131) - 154;

(b) French:

French: Content Knowledge (0173) - 159;

(c) German: German: Content Knowledge (0181) - 157;

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(d) Health: Health Education (0550) - 630;

(e) Latin: Latin (0600) - 700;

(f) Integrated music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(g) Vocal music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(h) Instrumental music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(i) Physical education:

1. Physical Education: Content Knowledge (0091) - 147; and

2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;

(j) Spanish:

Spanish Content Knowledge (0191) - 160;

(k) School Media Librarian: Library Media Specialist (0310) - 640; or

(l) School Psychologist: NTE Specialty Area Examination - 630.

(7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:

(a) Agriculture: Agriculture (0700) - 520;

(b) Business and Marketing Education - Business Education (0100) - 600;

(c) Family and Consumer Sciences - Home Economics Education (0120) - 600;

(d) Technology Education - Technology Education (0050) - 600; or

(e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.

(8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

(a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;

(b) Speech/Media Communications: Speech Communication (0220) - 580; or

(c) Theater: Theatre (0640) - 630.

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(9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

(a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or

(b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new teacher applicant beginning September 1, 2003. If an individual is seeking additional certification in any area, the applicant need only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The specialty area tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a specialty area (e.g., art, music, etc.) shall take either:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:

(a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(7) An applicant for a restricted base certificate shall take one (1) of the following pedagogy tests corresponding to the grade range of the specific restricted base certificate:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

Section 4. Assessment Recency. (1) A passing score on a test established in this administrative regulation and completed on or after January 1, 2002 shall be valid for the purpose of applying for certification for five (5) years from the test administration date.

(2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established in this administrative regulation shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.

(3) The test administration date shall be established by the Educational Testing Service or other authorized test administrator.

Section 5. (1) An applicant for initial certification shall take the assessments on a date established by:

**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item, Waiver C**

**Action Item:**

Request by Ms. Martha Evans-Nau to waive the regulation 16 KAR 6:010 pertaining to Praxis II Elementary Education: Content Knowledge (0014), and/or Middle School: English Language Arts (0049).

**Applicable Statute and Regulation:**

KRS 161.028; KRS 161.030  
16 KAR 6:010

**Applicable Goal:**

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

**Issue:**

Should the Education Professional Standards Board waive 16 KAR 6:010 pertaining to the Kentucky assessment requirements for Elementary (P-5) and or Middle School: English (5-9) certification in lieu of the Michigan Tests for Teacher Certification (MTTC): Elementary Education (83) and Language Arts Elementary (90)?

**Background:**

Martha Nau is seeking Elementary (P-5) and/or Middle School English (5-9) certification. She has completed and passed the following tests.

Test	Test Date	Results
MTTC Elementary Education (83)	7-10-04	264 Pass
MTTC Language Arts Elementary (90)	7-10-04	254 Pass

Kentucky requires the following Praxis II tests for Elementary (P-5) certification:

- Principles of Learning & Teaching: Grades K-6 (0522)
- Elementary Education: Content Knowledge (0014)

Kentucky requires the following Praxis II tests for Middle School English (5-9) certification:

- Principles of Learning & Teaching: Grades 5-9 (0523)
- Middle School English, Language Arts (0049)

The results of staff's review of the test specifications are provided below. The MTTC are criterion referenced tests developed to assess the subject-knowledge of an entry-level teacher. The tests were developed using Michigan curriculum guides and Michigan teacher education

and certification standards. The MTTC was validated by currently practicing Michigan teachers and field tested in Michigan. Each subject-area test consists of approximately 100 multiple choice questions and candidates are provided with four and one half hours to complete each test.

1. The MTTC Elementary Education (83) includes Language Arts, Mathematics, Social Studies, Science, The Arts, and Health and Physical Education.
2. The MDE uses the MTTC Language Arts Elementary (90) for 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> grade Language Arts endorsement. The test specifications indicate the test includes the following sub-areas: Meaning and Communication; Literature, Genre, and Craft; and Skills and Processes.

**Alternative Action:**

1. Waive the Elementary Education: Content Knowledge (0014) and accept the MTTC Elementary Education (83) and Language Arts Elementary (90) in lieu thereof, but do not waive the Middle School English Language Arts (0049) and do not accept the MTTC Language Arts Elementary (90) in lieu thereof.
2. Do not waive the Elementary Education: Content Knowledge (0014) and accept the MTTC Elementary Education (83) and Language Arts Elementary (90) in lieu thereof and do not waive the Middle School English Language Arts (0049) and do not accept the MTTC Language Arts Elementary (90) in lieu thereof.

**Staff Recommendation:**

Alternative Action 1

**Rationale:**

Based upon the MTTC specifications, the Elementary (83) test includes the same (and additional) content categories as the Praxis II Elementary Education: Content Knowledge (0014). Although the percentage of questions within each category is not identical, the content covered appears to be adequate for assessing a beginning elementary teacher's knowledge of Kentucky's core content areas.

Based upon the MTTC specifications, the Language Arts Elementary (90) test provides additional evidence that Ms. Evans-Nau has demonstrated subject-matter competency in the area of English Language Arts.

There is not sufficient evidence that the MTTC (83), the MTTC (90), or a combination of the two is adequate for assessing a prospective Kentucky English teacher of students at the middle school level (grades 5-9).



**Contact Person:**

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**Executive Director**

**Date:**

June 12, 2006

## Agenda Book

### 16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

(a) Middle School Mathematics (0069) - 148;

(b) Middle School Science (0439) - 139;

(c) Middle School English Language Arts (0049) - 160; or

(d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item, Waiver D**

**Action Item:**

Request by Ms. Veronica Juarez to waive the regulation 16 KAR 6:010 pertaining to Praxis II Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371).

**Applicable Statute and Regulation:**

KRS 161.028; KRS 161.030  
16 KAR 6:010

**Applicable Goal:**

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

**Issue:**

Should the Education Professional Standards Board waive 16 KAR 6:010 pertaining to the Kentucky assessment requirements for Exceptional Children Learning and Behavior Disorders (P-12) certification in lieu of the Texas Examination of Educator Standards (TExES) 161 Special Education EC-12?

**Background:**

Veronica Juarez is seeking Exceptional Children Learning and Behavior Disorders (P-12) certification. She has completed and passed the following tests.

<b>Test</b>	<b>Test Date</b>	<b>Results</b>
Education of Exceptional Students: Core Content Knowledge (0353)	03-04-2006	Passed
TExES 161 Special Education EC-12	09-17-2005	Passed
Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371)	09-17-2005 11-19-2005	Failed Failed

Until August 31, 2006, Kentucky requires the following Praxis II tests for Exceptional Children Learning and Behavior Disorders (P-12) certification:

- Special Education: Application of Core Principles Across Categories of Disability (0352) or;
- Education of Exceptional Students: Core Content Knowledge (0353) and;
- Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) or;
- Mild to Moderate Disabilities (0542)

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The results of staff's review of the test specifications are provided below.

TEExES 161 Special Education EC-12 is a 135 multiple choice item test. The test is designed to assess a prospective teacher's knowledge of special education content through a multiple choice format requiring recall of factual information, critical thinking, analysis and comparison.

### **Alternative Action:**

1. Do not waive Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbance (0371) and do not accept TEExES 161 Special Education EC-12 in lieu thereof.
2. Waive Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbance (0371) and accept TEExES 161 Special Education EC-12 in lieu thereof.

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

TEExES 161 Special Education EC-12 includes content categories similar to those in Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbance (0371). The level of knowledge required for Kentucky teachers regarding the Individual's with Disabilities Education Act (IDEA) is not evident in the review documents. Additionally, Mrs. Juarez has unsuccessfully completed the 0371 twice. This detail was not included in the letter of request for a waiver of 0371.

### **Contact Person:**

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**Executive Director**

### **Date:**

June 12, 2006

**16 KAR 6:010. Written examination prerequisites for teacher certification.**

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

(a) Middle School Mathematics (0069) - 148;

(b) Middle School Science (0439) - 139;

(c) Middle School English Language Arts (0049) - 160; or

(d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:



**EDUCATION PROFESSIONAL STANDARDS BOARD**

**STAFF NOTE**

**[Action Item, Waiver E](#)**

**Action Item:**

Request for Waiver of 6 New Hours for Reissuance of Probationary Certificate for Teachers of Exceptional Children

**Applicable Statute or Regulation:**

16 KAR 2:160 (Section 3)—Probationary certificate for teachers of exceptional children

**Applicable Goal:**

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools

**Issue:**

Should the Education Professional Standards Board waive the requirement for six graduate hours leading to a reissuance of a probationary teaching certificate for Exceptional Children?

**Background:**

Ms. Pam Harper, district personnel administrator for the Pendleton County Public Schools, is requesting, on behalf of Ms. Tina Grigson, a waiver of 16 KAR 2:160, Section 3, regarding the requirement for six graduate hours for a reissuance of an probationary teaching certificate for special education. Ms. Grigson has been in a probationary certification program at Northern Kentucky University since 2001; however, her coursework for this program was interrupted due to illness. This caused the district to apply for emergency certification for Ms. Grigson during the 2005-06 school year.

Ms. Grigson completed three semester hours toward completion of her probationary program during 2005-06, but she is not able to complete this program during this summer due to extenuating circumstances. She is scheduled to complete the probationary program in December 2006, according to Ms. Harper's request. Ms. Harper's e-mail request is attached, and it is anticipated that more documentation will be submitted by the EPSB meeting date.

**Alternative Actions:**

1. Approve the waiver request
2. Do not approve the waiver request

## Agenda Book

**Contact Person:**

Mr. Michael C. Carr, Director  
Division of Certification  
(502) 564-4606  
E-mail: mike.carr@ky.gov

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**Executive Director**

**Date:**

June 12, 2006



## Agenda Book

### **16 KAR 2:160. Probationary certificate for teachers of exceptional children.**

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028 and 161.030 require that teachers and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation prescribed by the Education Professional Standards Board. This administrative regulation establishes a plan for recruiting certified classroom teachers into positions for teachers of exceptional children.

Section 1. Definition. "Qualified" means a teacher who holds the appropriate certification as a teacher of exceptional children unless the superintendent of the employing school district has documented evidence that the teacher is unsuitable for appointment.

Section 2. If a qualified teacher is not available for the position of teacher of exceptional children as attested by the local school superintendent, the superintendent, on behalf of the local board of education, may request a one (1) year probationary certificate be issued as provided in this administrative regulation.

(1)(a)1. A valid classroom certificate or an internship statement of eligibility for grades K-4, 1-8, P-5, 5-9, or 5-8 shall be a prerequisite for a one (1) year probationary certificate for learning and behavior disorders, grades P-12; for hearing impaired, grades P-12; and for visually impaired, grades P-12.

2. The applicant shall have enrolled in a preparation program in the certification area for which application is being made, and shall have completed a minimum preparation of nine (9) semester hours of credit from the special education component of the approved curriculum.

(b)1. A valid classroom teaching certificate or an internship statement of eligibility for grades 7-12, 8-12, all grades, or 9-12 shall be a prerequisite for a one (1) year probationary certificate for learning and behavior disorders, grades P-12; for the endorsement for learning and behavior disorders, grades 8-12; for hearing impaired, grades P-12; and for visually impaired, grades P-12.

2. The applicant shall have enrolled in a preparation program in the certification area for which application is being made, and shall have completed three (3) semester hours in the teaching of reading and a minimum preparation of nine (9) semester hours of credit from the special education component of the approved curriculum.

(c)1. A valid classroom teaching certificate or an internship statement of eligibility for grades K-4, 1-8, 5-8, 7-12, P-5, 5-9, 8-12, all grades, or 9-12 shall be a prerequisite for a one (1) year probationary certificate for teaching the moderately and severely disabled, grades P-12.

2. The applicant shall have enrolled in a preparation program for teaching the moderately and severely disabled and shall have completed nine (9) semester hours of credit from the special education component of the approved curriculum for teaching the moderately and severely disabled.

(d)1. A certificate for teaching exceptional children, including interdisciplinary early childhood education, shall be a prerequisite for a one (1) year probationary certificate for teaching learning and behavior disorders, grades P-12; the endorsement for learning and behavior disorders, grades 8-12; hearing impaired, grades P-12; visually impaired, grades P-12; or moderately and severely disabled, grades P-12.

2. The applicant shall have enrolled in a preparation program in the certification area for which application is being made, and shall have completed a minimum preparation of nine (9) semester hours of credit from the special education component of the approved curriculum.

(2) The applicant shall complete twelve (12) clock hours of training as required by the Office of Special Instructional Services.

(3)(a) The applicant shall complete an additional six (6) clock hours of training during the fall conference conducted by the Division of Exceptional Children Services. Teachers employed after the fall conference shall complete these six (6) hours of training during the spring conference of the Council for Exceptional Children; or

(b) If the applicant is unable to attend either the fall conference or the spring conference, the applicant shall complete an additional six (6) clock hours of training offered through one (1) of the state's eleven (11) special education cooperatives. The training shall be similar to the topics covered at the conferences.

(4) The Kentucky Department of Education shall report to the Education Professional Standards Board those probationary certified teachers of exceptional children who have not completed the training requirements established in subsections (2) and (3) of this section by June 30 of each year for the preceding school year.

## Agenda Book

(5) Application for a probationary certificate for a teacher of exceptional children shall be made on Form TC-19.

Section 3. The renewal of the one (1) year probationary certificate for teachers of exceptional children shall require completion of six (6) semester hours of additional credit from the special education component to be completed by September 1 of the year of expiration.

Section 4. Upon recommendation by the teacher education institution, teaching experience performed in a full-time position requiring certification for teachers of exceptional children shall be substituted for the special education portion of the student teaching requirement.

Section 5. An applicant holding a classroom teaching certificate who is recruited into a position for teachers of exceptional children under this administrative regulation shall complete the assessment requirements identified in 16 KAR 2:010 and 16 KAR 6:010 for teaching exceptional children, grades primary through twelve (12).

Section 6. Incorporation by Reference. (1) Form TC-19, revised 7/2001, is incorporated by reference.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (15 Ky.R. 743; eff. 10-7-88; Am. 19 Ky.R. 2322; 2647; eff. 6-7-93; 22 Ky.R. 992; eff. 1-8-96; 23 Ky.R. 3423; eff. 5-12-97; 28 Ky.R. 471; 870; eff. 10-1-2001; recodified from 704 KAR 20:510, 7-2-2002.)